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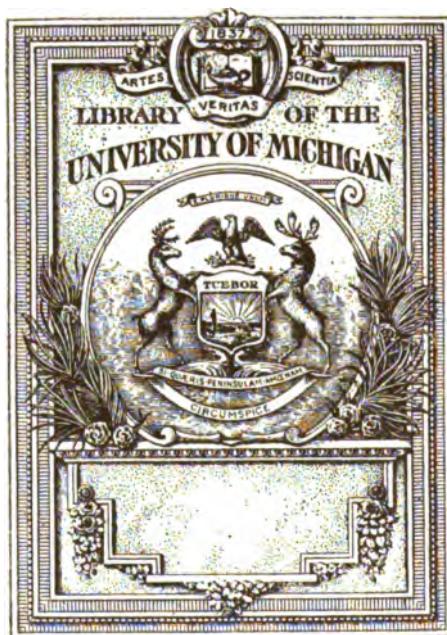
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# THE AMERICAN OXONIAN



*THE OFFICIAL MAGAZINE OF THE  
ALUMNI ASSOCIATION OF  
AMERICAN RHODES  
SCHOLARS*

EDITED BY FRANK AYDELOTTE

VOLUME V

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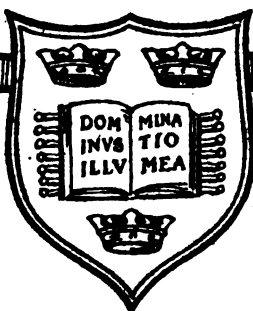
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## SOCIAL LIFE AT OXFORD AFTER THE WAR

BY W. T. SWAN SONNENSCHN, VICE-PRINCIPAL OF BRASENOSE COLLEGE.

HE WOULD be a bold man indeed who should profess with any confidence to estimate the changes which the War will make in social life in Oxford. Yet that is what I have been asked to do and that is the task which, seduced by the opportunity of writing something which might be read by some of my old friends amongst the American Rhodes Scholars, in a rash moment I consented to attempt. Yet it is clear that many things which will determine the future of Oxford are still on the knees of the gods and hidden from our perception. We do not yet know what the economic effects of the War will be, nor whether Englishmen will in any number be able to afford to send their sons to Oxford. Most important of all, we do not yet know what measure of success will crown our arms, whether that League of Nations, which your President nobly foreshadows, will enable us to pursue our work of education in peace and quietness, or whether war or the threat of war will compel our country to adopt universal service and so rob us of many of our undergraduates, and, for those that come, make of Oxford, instead of a place of games and study, a place of arms. These questions are still unanswered. What therefore follows must be taken as an aspiration rather than a prophecy.

Social life is that part of life which is given to the making and the cementing of friendships, and many of us think that, of all her many gifts to her children, Oxford's greatest gift of all is her social life. All life at Oxford is, or may be, social life. At lectures no less than on the river men meet, and from the very fact of their meeting know that they have an interest and a purpose in common. It is no doubt customary to look upon the hours given up to pleasure or relaxation as in a special sense being the social life: the hours devoted to cricket or football, to debating and literary societies, and the evenings spent at bridge or at a dining club are in particular social occasions. But it is certain that at Oxford the ordinary routine of the day's work and the very act of existence throw a man into the company of his fellow men. At his

"private hour" or his dinner in hall, in the Junior Common Room or at his bath in the morning, the undergraduate is in the society of men and of men whose outlook on life and ideals he largely shares. Even that abominable institution, breakfast, is at Oxford, especially amongst freshmen, a social function! And behind all is the intangible, indefinable influence of the College, immanent in the souls of all her members. To most of us a living symbol of this College corporateness is the Sunday evening service in the College Chapel.

It may fairly be hoped that the omnipresence of social life at Oxford will continue undiminished after the War. But Oxford, though monastic, has in the past laid no claim to asceticism. There are not wanting amongst us those who would enforce the ascetic life on Oxford in the days to come. I do not believe that they will succeed; but certain changes there must be. The great bulk of undergraduates will probably not have so much money that they can afford to waste it; it is not unlikely that University teams will travel less, that fewer men will follow the hounds, or motor to Huntercombe for golf, that Commemoration balls will be less lavish in their apparatus, that entertainments will be given with more view to the society and less to the fare. It is even possible that some of the University clubs will be in difficulties, that the Bullingdon, the Gridiron Club, the Dramatic Society will find it difficult to finance themselves or obtain members. But in Oxford, not the University, but the College "is the thing," and we may hope that the old College wine clubs will still continue to cause anxiety to the College authorities!

Even the undergraduate must cut his coat according to his cloth; cricket tours, hunting, motoring, and vintage ports all are expensive luxuries. But village cricket and the beagles, the country walk and *vile Sabinum* provide just the same opportunities of companionship as more costly gatherings and may be enjoyed even by the poor student. If our games and our sports, our dances and our meals are simpler, the spirit will be the same. We shall be just as anxious to be "head of the River" when the same oars are used two years running as in the days when that was unthinkable. We shall follow the Boat Race with no less interest if the crews have foregone six weeks training away from Oxford.

The simplification of our life will bring in its train one very great advantage. In the past lack of means has made it difficult for the poor man to get all that is to be got out of Oxford life. The War has, I think, shown that the working man appreciates the value and im-

portance of education as much as, if not more than, any other class of society. In the future we shall have many more poor men at Oxford proportionately than in the past. The Oxford undergraduate has long been democratic in spirit, but in the future it is probable that the poor men will to a larger extent set the fashion, and want of money will not cut off a man from social opportunities.

We may hope, too, that the experiences of the War will drive home to members of the University that "don" and undergraduate are fellow-workers for the same cause. In some Colleges in the past the senior members of the College, settled in Oxford for life, tended to live their lives as a caste apart, feeling no sympathy for and asking no sympathy from the passing crowd of undergraduates. This is a cardinal error. The friendship of a good tutor can do far more for the education of his pupil than any instruction he may give. And the friendship of the younger men helps to keep the tutor's mind sane and vigorous. The visits of our soldier pupils during the War have pointed a way for the advancement of the social life both of the younger and the older members of the University. Before the War there was a lamentable tendency at some Colleges for the old Oxford custom whereby the "high table" repaired to Common Room to drink port to be more honored in the breach than the observance; in other words, the social life of the Fellows of a College was tending to disappear. It is to be hoped that after the War Common Room life will be restored, and that by the more frequent presence of undergraduates at "wine" it will be used as an opportunity for increased intercourse between teacher and taught.

I have now dealt with two castes in the Oxford of the past—the rich man and the "don." There is one other class which I believe in the future will live less of a separate life than in the past, and it is to that class I am now addressing myself—I mean the American Rhodes Scholar. In the past he has come to Oxford with a certain suspicion of Oxford friendliness and on the defensive against a challenge to his national feelings—a challenge which is never given. My observations lead me to believe that the English undergraduates are more willing to treat the American Rhodes Scholar exactly as one of themselves than the American is to accept that position. Americans have hung together too much; they have worked together; they have lodged together and they have "clubbed" together. And great is the pity, for the Americans have an immense amount to teach the English undergraduates. No one appreciates more whole-heartedly than I do what



the American Rhodes Scholars have done for Oxford and in particular the Law School. And I have known Americans in the past who have become an integral part of our corporate life. But these I think have been the exception. In the future I hope that the exception will become the rule. The Americans have in turn much to learn from the social life of Oxford. In the future I believe that, recognizing the community of our ideals, they will throw themselves more wholeheartedly into the making of friendships with Englishmen. They will become an integral and valuable part of our corporate life.

But, come what may, we may feel confident that at Oxford, as in the past so in the future, men will form life-long friendships in debate, on the river, or in the playing fields, over coffee after dinner or in earnest converse in the early hours of the morning, and in escapades at the expense of the College authorities. The forms of Oxford life may change, but the spirit of Oxford cannot change, and the spirit of Oxford is her social life.

## RELIEF WORK AMONG CIVIL AND MILITARY PRISONERS IN SIBERIA

BY HUGH A. MORAN, '05, CALIFORNIA AND WADHAM

DURING the winter of 1915-16, there were approximately seven hundred and fifty thousand military prisoners in Siberia proper, consisting chiefly of Hungarians, Austrians, Germans, Turks, Poles and Czechs. These prisoners were confined for the most part in the garrisons formerly occupied by Russian troops, many of the camps having been constructed at the time of the Russo-Japanese war. Most of these prison camps built on high ground in the edge of the pine forests are of logs, rows and rows of huge low barracks, exactly similar except for the number of "Rotta" painted on a signboard over the door. Some of them are the semi-dugout type, extending half below and half above the ground level, and these latter though warmer perhaps in winter are damp and less healthy. The average barrack is divided in the middle by a partition and two hundred and fifty men are quartered in each of the two rooms. There were, however, camps where one thousand men slept, ate and lived in a single room. In the early months of the war, the Russians took large numbers of prisoners, whom they were not equipped to take care of in Russia. These were loaded on empty freight trains and started towards Vladivostok, a journey which, owing to the congested state of traffic, took from six to eight weeks. The prisoners were often in their summer uniforms, in which they were captured, were already weakened by siege rations, and carried with them the seeds of disease and epidemic in the form of vermin.

It is little wonder that many died en route; their bodies were cast overboard from the moving trains, to be buried later by some pious peasant beneath a Russian cross. As they journeyed eastward, the trains would stop at the garrison towns, only to be told that there was no room,—they must move on. Thus some were taken even so far as the Pacific Coast and were quartered in the Amur and Primorskaia, north of Vladivostok. Nor is it surprising that crowded as they were into these concentration camps, epidemics broke out from which many died. Such conditions arose chiefly from the growing disorganization of the old autocracy and from the difficulty of the undertaking in a vast and frozen country. In most cases the prisoners were treated similarly to the Russian soldiers under the old

régime, and any discussion of prison conditions usually ended with the remark by some Russian officer, "What is death to a foreigner is life to a Russian."

The three agencies that have been at work to meet these conditions have been the American (now the Danish and Swedish) Embassy service, the Swedish (later Danish) Red Cross and the Young Men's Christian Association. The Association was the first to undertake any systematic service, when Marshall Bartholomew, of Yale, began work at Irkutsk in October, 1915. About this time the Embassy sent several men through the region to inspect and to deliver supplies of medicines, but their work was not constructive. During the following winter and spring, the Swedish Red Cross delivered twelve train loads of clothing, which they had imported from Germany, and gave other forms of material relief, which was most opportune and saved many lives, but after the delivery of the clothing, most of their representatives were withdrawn.

The Red Cross and the Young Men's Christian Association have each their distinctive field with a common boundary line along which they meet. In general one may characterize the work of the Red Cross as giving things,—material relief, while the Association gives rather opportunity,—opportunity of service, of activity, of mutual helpfulness. The Association is therefore particularly adapted to serve the prisoners of war, who are shut off from society without the ordinary rights of humanity and deprived of any form of community life. Moreover, in the absence of the Red Cross, the Association secretaries have done much in the way of material relief simply because there was no one else equipped and present to undertake it. By the spring of 1916, there were seventeen American secretaries of the Young Men's Christian Association connected with the work for prisoners of war, scattered all the way along the line across Siberia and down into Turkestan, as well as in Russia proper.

The writer of this article took over the work of Mr. Bartholomew, with headquarters at Irkutsk, shortly after having started a new piece of work in the adjoining district of the Transbikal. Perhaps I can best give an idea of the details and effectiveness of the entire work by describing my own field, a work which was made possible by the splendid beginning of Mr. Bartholomew. There were in the immediate district thirteen camps, ranging from three thousand to thirty thousand prisoners, scattered over a district approximately fifteen hundred miles across. About the time of my arrival many of

the prisoners were sent out to work in the fields and the factories and the mines, but even then there was a tremendous task left, in particular as the men who remained were chiefly either invalids or men of the student class, known as "Intelligentsia" who were ineligible to be drafted for manual labor. In ten out of the thirteen camps in my district, we had a complete Association organization and did what little we could to assist the remaining three. In each of the ten, there was a responsible executive committee, composed of prisoners, who, together with one Russian officer appointed by the commandant, and the secretary were responsible for all forms of organization within the camp. Under this committee there were commissions for religious work, welfare work, music, education, library, entertainment, athletics, and buildings and grounds. In each camp one or more barracks, in some camps as many as four, were put at our disposal by the Russian authorities. These barracks were remodeled by our building commission into school, library, assembly room, and usually kitchen with restaurant. The same committee had charge also of preparing athletic grounds and gardens, and of doing what they could to improve the general outdoor situation of the camp.

In some camps we had a separate barrack, which was used for both Roman Catholic and Protestant services, in others the same room had to serve for church on Sunday and for school, concerts and other purposes during the week. The religious committee was composed of a representative of the Roman Catholic, several Protestant, Jewish and Mohammedan faiths. We took special pains to provide places of worship for the latter two, believing that this was the spirit of Christ, and that it was better they should worship in their own way than not at all.

Never will I forget a Christmas service at one of the Irkutsk camps, with the thermometer at sixty-five below zero. Although we had been heating the barrack for several days in special preparation, it was still below zero at the time the service began, but soon warmed up, so packed was it with prisoners, who filled all the seats, the aisles and the windows. The simple decorations consisted of two small pine trees, each with half a dozen bits of white tallow candle wired to its branches. As no Roman priest was available, the service was led by a Lutheran minister, but Catholics and Protestants, officers and men, united together. As the choir, consisting of some thirty officers, assisted by the Association orchestra, composed of enlisted men, led the old Christmas carols, everyone joined in and there was not a dry eye in the barrack.

A few Bible classes were held among the Protestants, but no proselytizing work was done, and the chief religious activity in the technical sense of the word, aside from arranging the religious services, was the distribution of New Testaments. These we had in half a dozen languages and they were eagerly received by many of the prisoners.

The work of our welfare commission took many forms, perhaps the most important being the canteens or kitchens, of which we had eleven in the district where I worked. In one camp we served an average of sixty-eight thousand meals a month; others ran from fifteen thousand to thirty thousand, the food being provided at actual cost to those who had money to pay, while from those who had no money a list was drawn up each two weeks by the doctors of men who were weak, ill or convalescent and therefore in need of special diet. For a dollar and a half, that is five roubles, per month, we were able to give one good hot meal per day, all the men could eat of roast beef, potatoes and gravy, etc. A little money was received for special diet from Association funds, but the great bulk of such money was received through the Embassy service or the Red Cross. After the opening of our kitchens in the various camps, the health of the men greatly improved and the death-rate fell off noticeably, especially from tuberculosis. In some camps the food was served simply in pans to the men in the waiting line, who took it to their barracks to eat, but where possible, we had a regular restaurant with rough board tables, decorated with evergreens and home-made pictures on the walls, and thus provided some real comfort to the men as they ate.

Other forms of welfare work, complete in some camps, one or another feature missing in others, were tailor, barber, shoe repair and carpenter shops; also handicrafts for wood carving, inlay, musical instrument making, hammered copper, plaster and oil painting, work in bone, horn, silver and bristles. Through our welfare committees the distribution of government clothing took place and the payment of such relief funds as came to hand.

One of the most important things to the men themselves is the regular receipt of news from home and also of their remittances. Before my arrival Mr. Bartholomew had been of considerable influence in the establishment of systematic post bureaux in the district, and I carried out the plan, which he had started, for the establishment of the central information bureau at Irkutsk. This was established and supported by the Association and employed forty-eight

clerks, answering inquiries concerning lost and missing men, locating and forwarding lost remittances and also redirecting large quantities of post cards and parcels that could not otherwise be delivered. In this post bureau we have a complete card index of all of the prisoners of war who are or have been in the district and it took three wagon loads of cards and several gallons of ink to make up the card indices. All of the furniture and equipment in this bureau was made in our own shops.

Music was one of the most important and successful features of our work, and in every camp we had one or more orchestras, as well as German and Hungarian choruses, which gave concerts during the week and assisted at the Sunday services. At Berezowka there were three orchestras, one of forty-seven professional musicians, that were equal to the best I have heard in Europe, though half their instruments were made in our own shops in the camp. In almost every camp original compositions were produced, including simple waltzes and songs, musical comedies and operettas, heavy arias and opera, while the demand was generally for the best class of music.

In every camp we had a school, according to the size and need, enrolling from two hundred to seventeen hundred students, with as many as forty courses, ranging from reading, writing and arithmetic, to advanced modern languages, Latin, Greek, and Hebrew, Physics, Philosophy and Psychology. In close connection with the school, there was in each camp a library, starting with a handful of ragged books which had to be rebound in the shops every few weeks, but gradually growing with the help of generous friends and committees in neutral countries, until we had in one camp fifteen hundred volumes, in another over four thousand.

In the great camp at Berezowka, at that time consisting of eighteen thousand prisoners, I started a library of one hundred and five volumes, the last foreign books to be had at Irkutsk. During the succeeding months, as the library grew, although we had a limit of one day for the borrowing of books, there were often thirty or forty men turned away, with not a book in the library. At the time that I left Siberia, a few months ago, we had in this camp more than four thousand volumes, with a central and two branch libraries. As there are several thousand students and professors and men of the university class in this camp, the importance of the school and library can scarcely be overestimated. Such men are much more liable to nervous breakdowns than the uneducated, so that the occupation

thus given has saved many a mind agonies which sometimes end in insanity. Not only this, but many of the men have been able to carry on their education and fit themselves better for life and service after the war while confined in these prison camps. A large part of the books received during the past year have been sent in by the Danish Book Committee of the University of Copenhagen, which has been most efficient, both in the choice of books, and in forwarding them to the camps through the Association.

The entertainment committee worked with the music committee and besides concerts, they arranged also for lectures, a few lantern shows, and amateur dramatics. These latter proved to be without exception clean and wholesome, and were most useful in restoring a normal imagination to the men, locked up as they were, living in dirty barracks far from their homes and from normal society. In almost every camp a professional scene painter was found, and costumes and properties were produced in our own shops: one camp even rejoiced in a court-wig-maker from Vienna. The Russian officers, bored to stifling with the monotony of a Siberian camp, greatly favored and freely patronized the concerts and plays. In some cases entertainments were given exclusively for the Russian garrison, or even in a near-by town for the benefit of the Russian Red Cross.

Athletics proved very popular and were of benefit to the health and morale of the men, many of whom participated, while others came out of the stuffy, ill-smelling barracks to watch. In one camp there were competitions on, when I left, between twenty-five football, fifty volley-ball and ten rounders teams. For the officers we assisted in securing in so far as possible, equipment; also grounds and permissions, for tennis, football, and ice hockey.

The equipment commissions provided tools and quantities of seeds, both flower and garden, which gave healthful employment, interest and joy, and not a little food to the prisoners. At Irkutsk Voenny Gorodok all officers are required by their own regulations to work ten hours per day, either in the garden or at some other approved employment, or to pay a heavy fine. While not a few prisoner officers are going insane in other camps, in this place they are healthy and comparatively contented. These club houses, garden tools and seeds were furnished through the Association secretary.

As no organization was allowed in the camps other than that for which we were responsible, it can thus be seen that the life of the entire camp centered in the Christian Association. Where we found

men unhappy, downhearted and broken, they soon had ambition, interest, life. The worst camps often in a few months became the best, witness the fact that in three places where they had been least well treated and notoriously unhappy, when it was proposed to transfer the men to other camps, deputations came to me to beg that they might stay where they were, because they were sure they were now in the best camp in Siberia. The work was not easy, difficulties and disappointments were many, but results were out of all proportion to the energy and money expended.

When diplomatic relations were broken by the United States, prisoners of all ranks and classes begged with tears in their voices, that we should not desert them, saying that we were the only friends they had, and this I said we would not do. Russians inquired with lifted eyebrows, how we could continue the work for our enemies, to which I replied, "This is an international organization, and we work not as Americans, but as representatives of the World's Young Men's Christian Associations; it is a Christian Association, and Jesus Christ said 'Love your enemies.'" With this reply our Russian friends seemed perfectly satisfied, adopting it as their own explanation as to why they let the Americans continue their work unhindered.

The work continues at present, being largely carried on by secretaries from Norway and Denmark, but supported by the International Committee at New York and under the general direction of the International Committee's office at Petrograd.

The official side of the relief work among the prisoners of war has, as was already suggested, been taken over by the Swedish and Danish diplomatic service and the representatives of their legations are co-operating with the Association secretaries in carrying on the work.

A very efficient piece of work for prisoners of war was carried on by the American Consul, Mr. Caldwell, at Vladivostok, who was formerly interested in the student movement when a student at Berea College in Kentucky, assisted by Mr. R. A. Burr, a Harvard graduate. They carried on most of the material side of the relief work for the Primorskaia district, so that the Association secretary in that district was able to turn his attention more directly to the educational and religious side of the work.

A considerable amount of relief work among the civil prisoners was also carried on by representatives of the American Embassy in various parts of Russia. The work that I know best was that in the Irkutsk military district, carried on by Mr. W. B. Webster, who was formerly



active in Student Christian Association work when at College in Wisconsin. Mr. Webster did a most systematic and effective piece of work among the civil prisoners of various nationalities, who were scattered in the vast region stretching from central Siberia to Manchuria, and from the borders of China to the frozen wastes of the north. He established a central office with a large number of clerks at Irkutsk, and complete card indices with all necessary data of more than ten thousand civil prisoners in the district. Some of these were at distant points, which it took weeks to reach from the main arteries of travel, but by a complete system of provincial and local committees, under careful supervision, he was able to get funds to practically every civil prisoner in the district. Clothing, however, was quite as necessary in the Siberian winter, and with remarkable ingenuity Mr. Webster secured and delivered more than ten thousand complete outfits of clothing, much of which had to be sent by special messenger on sleds hundreds of miles from the railway.

Many of these civil prisoners were sent to Siberia through the old Russian convict system, and often women, young girls and helpless children were found in the prisons and penitentiaries. Seldom a week passed but Mr. Webster or his representative visited the penitentiaries and secured the release of such persons, for whom quarters and support were then provided. Such representatives as Mr. Webster met with the natural opposition of the old time Russian officials of the convict system, but he ultimately won their confidence to such an extent that he could practically always secure their co-operation in the release of these women and children from the jails or even military prisons, and their help in extending relief to the most out-of-the-way places. This work has now also been turned over to the Danish and Swedish representatives, who are carrying it on, and Mr. Webster has joined the staff of the American Red Cross at Petrograd, with special charge of relief measures among Polish refugees in Russia and Siberia.

The coming of the Russian revolution brought release to all of the Russian political prisoners, and Mr. Webster, with special funds from the Polish-American Relief, was able to assist many of these, who were Poles. There were also released at the same time more than one hundred thousand convicts, who were penniless and poorly clothed. The secretaries of the Association were asked by the Russian authorities to assist in the establishment of special relief work for these Russian convicts. Owing to the other tremendous tasks on hand, we have

not been able to undertake this work in a large measure, but there is a great piece of service now open to us.

War itself is a destructive, hence a negative, force. It may destroy the impediments of progress and clear the way for a better future, but in the nature of the case it destroys at the same time in a single hour precious possessions, which it has taken years, perhaps centuries, to build. It is the by-products of war, in the form of self-sacrifice, awakened conscience, deepened thought, unselfish service, which if rightly conserved bring whatever measure of positive results may come from the struggle. Undertakings such as the civilian prisoner relief work and the constructive organization of the Young Men's Christian Association among prisoners of war are an important factor in thus conserving the by-products of the war. Not only do they save life and stay the power of destruction, but they provide for the education of a vast number of the young men who will play a large part in the reconstruction after the war,—they are humanizing agencies that deeply influence captives and captors alike; they make for the cementing of broken ties of international relationship and the deepening of the sense of brotherhood of the nations. They help to bring the spiritual awakening which alone can make possible a permanent peace. In the words of a commission of prisoners of war addressed to the writer:

"We soldiers who all, without distinction of nationality or citizenship, have fought for a better future, thank with all our hearts this Christian Association which is ready to help, and we pray to Almighty God for a prompt peace and that He may send us a new peaceful epoch, in which the hearts of all nations may be knit together in order that they may work out together their common salvation, according to the example of this Christian Young Men's Association. . . . We ask that you, as a representative of the free American people, will stand by us in the struggle for a little of that freedom of which mankind is worthy. Then shall we be able to build ourselves up in religious works, exercise our tastes for music, and enrich our minds, in order that we may not return home broken in soul and body by a pitiless imprisonment."

# THE TUTORIAL SYSTEM IN THE DIVISION OF HISTORY, GOVERNMENT, AND ECONOMICS OF HARVARD UNIVERSITY

BY EDMOND E. LINCOLN, '08, OHIO AND LINCOLN

A NUMBER of years ago, when Harvard College departed from the old and generally accepted plan of prescribed courses for undergraduates, particularly during the first two years of residence, it was hoped that students, with a better opportunity to follow their particular bent, would develop their interests along lines which might be of real service to them in later life. Even though a few, thrown largely upon their own responsibility, might choose their work unwisely, the gain resulting from this greater freedom would presumably more than counterbalance any disadvantages of the elective system.

Before long, however, it became apparent that young men are by no means always the best judges of their own interests. In spite of the fact that students were expected to concentrate in a general way in some particular department of study, there was little co-ordination or sequence in the courses elected. The faculty advisers, who might be supposed to assist their advisees in making a wise choice of studies, were and are too frequently interested in an entirely different field from that which appeals to the student, and for this reason have had comparatively little influence upon their election of courses. Furthermore, an adviser can merely suggest, not prescribe. Hence the average student, acting along the line of least resistance, often selected courses which were easiest for him to pass or which he expected to prove "snaps," without any regard for a definite plan of work.

These abuses, which could not develop in like measure in the field of the natural sciences or of mathematics, where for a good portion of the undergraduate work there is a logical sequence of courses, became increasingly prevalent in the Division of History, Government, and Economics—not to mention the various departments of language and literature. In these departments, after the elementary course is taken in the freshman or sophomore year, there is little gradation of courses. Hence, because of the wide range of choices (probably seventy courses and half courses are *regularly* open to undergraduates in the three departments under consideration, and there are about half as many more to which they can be admitted by

special permission from the instructor) a great scattering resulted. Students reached the end of their college career, supposedly having done a large portion of their work in one department, but in reality knowing nothing definite about any particular part of the wide field selected. It was with a view to combatting these undesirable features of a free elective system that the *tutorial system*, warmly advocated by President Lowell and Dean Haskins, of the Graduate School of Arts and Sciences, was adopted by the Division in 1914.

In accordance with this new plan, *specific fields* of concentration have been gradually outlined by each department, thirteen in history, six in government, and eight in economics. Having indicated at the end of his first year the department in which his major work will probably lie, each student is required not later than the end of his sophomore year to select his specific field of study in the department chosen. In order to fulfill the minimum requirements for this plan of concentration, at least four full courses, closely allied—each course amounting to a fourth of a full year's work—must be taken in one of the departments mentioned, and at least two more full courses must be offered either in the same department or in one or both of the allied departments. Most of the four courses in the specific field are definitely prescribed, though not absolutely compulsory; while considerable latitude is allowed in the selection of the two remaining courses. After the student has proceeded according to this definite plan for two or three years, he is required to pass the Divisional Final Examination before he is entitled to receive a degree from the University. Nor does this final examination excuse the candidate from any of the preceding course requirements, though by general consent he is not compelled to take examinations at the end of his senior year in the studies which he offers in the Division. But more of this anon.

The final examination is, in some respects, a small and rather unsatisfactory pattern of the Oxford Honors Examination—though the Harvard General Examination for the Degree of Doctor of Philosophy was probably thought of by those who originated the system. Its purpose is to secure a general knowledge of many subjects and an intensive knowledge of one. It is all under the control of an Examining Board, composed of three members chosen one each from the Departments of History, Government, and Economics. Two written, three-hour papers are given, followed by an oral examination. The first paper covers the general field of history, government, and econom-

ics, and is the same for all candidates in the Division, no matter what the specific field of concentration in a particular department may be. The paper is so arranged that it is absolutely necessary for each student to have some knowledge of the departments allied to that in which he has selected most of his courses. For example, a student concentrating in economics could hardly pass the examination without a good working knowledge of modern European history, American history, and the principles of government. Yet, owing to the wide range of choice in the questions—only six out of a total of about thirty need be answered—no one can complain that he is not given a reasonable chance to show his hand. The *special* examination, following the general paper at the comfortable interval of about one week, is much more definite in its import. The student is expected to show wide and careful study of his specific field in the department. Mere knowledge of courses is not sufficient. The correlations existing between courses are emphasized, a real knowledge of the subject is presupposed, and the ability to think rapidly in an original way is required.

So much for the system in general. Where do the tutors fit in? As soon as a student begins to take courses other than the introductory one offered in each department he is assigned to a tutor. The latter is expected to meet his "tutee" at regular intervals of about two weeks, oversee his studies in the Division, outline additional work needed for the *general* examination, help him to correlate his work by means of supplementary reading, point out the relations between courses, suggest methods of study and thesis subjects, indicate desirable summer reading, test his preparation for the final examination, discuss any phase of his work with him, and in general be a "guide, philosopher, and friend."

The tutors are, for the most part, instructors who have had a wide preparation and considerable teaching experience. At the opening of the last year there were nineteen of them, each having about twenty-five students assigned to him. During the first two years of the system, because of the difficulties of organization and lack of sufficient numbers, each tutor found himself confronted with the well-nigh hopeless task of directing the activities of students in twenty or more courses—often totally unrelated. An effort is now made, however, to relieve the strain of preparation by assigning to each one those students whose fields of concentration are most familiar to the respective tutors. Yet, even so, the tutor's work, if conscient-

tiously performed, usually demands far more time and energy than his compensation would justify his expending upon it.

Here it must be explained that the tutor, as such, has no disciplinary power over the student, and no real control over his work or his attendance at conferences. Nor do the college authorities make the tutorial work compulsory in the same sense that attending and passing courses is necessary for graduation. Rather, it is an *understood* institution; each student knows that his success in the final examination will depend in large measure upon his compliance with the system, and his regularity in meeting the requirements of the tutor, which, by the way, are by no means standardized, will depend largely upon the influence which the latter has over his "tutee." Furthermore, the authorities have no power to *compel* students to plan their work in accordance with the specific fields of study outlined. But, in order to secure a degree, it is necessary, at the time of the final examination, to conform to the requirements laid down by the several departments. Though anyone could, theoretically, direct his preparation entirely according to his own pleasure, at the end it would be decidedly a question of *saute qui peut!*

The system, which was tried out for the first time with the class of 1917, has probably been in operation for too short a time to enable one to form definite conclusions as to its possibilities, other conditions remaining as they are. The serious depletion of the upper classes due to the war has tended to obscure the results attained. That the plan is workable, however, is a fact sufficiently established. By the end of the academic year 179 men had taken the final examinations. There have been only 10 failures; but a failure means that a student who has passed all of the course requirements for his degree, must at some future period pass the divisional examination, or be forever deprived of the privilege of graduation. In view of the fact that there is no such additional requirement for a degree in other departments of the University, it does seem rather hard to burden so heavily those who concentrate in history, government, or economics. Yet, except at the beginning, there appears to have been no marked diminution in the numbers choosing their work in these departments. Whether this will continue to be the case will doubtless depend more upon the method of administration than upon the system itself.

So far as the attitude of the students themselves is concerned, it is impossible to make general statements. However, there are probably three different classes. First, there are those who welcome the

system, and in spite of the additional work imposed realize that they are thereby getting more out of their college course. Again, there are a large number who take the system as a matter of course and plod along, doing their tutorial work in a more or less perfunctory manner. Finally there are some, a few of whom are excellent students, who feel that the additional demands upon their time and the limitation in the choice of courses is decidedly unreasonable. Several of these have changed their concentration to some other group of studies where the tutorial innovation is not found.

It would also be difficult to give the general opinion of the tutors regarding the merits of the system. Their impressions will depend, in no small measure, upon their experience and training, and upon the individual psychology. Nor have the faculty as a whole come to a definite agreement as to the merits of the system *or even as to its purpose*. It is certain that some members of other departments do not take kindly to so marked an innovation in the three departments to which the system now applies. In general they regard the plan as being distinctly *on trial*. Whether or not it will be given a wider application will be determined by the experience of the next few years. In the meantime at least one other department has been seriously considering the adoption of the system.

In conclusion, it may not be amiss for the writer briefly to state his own views on the matter. The real aim of a tutorial system worthy of the name should be to *educate* the student in the true sense. This means that, for a successful working of the system, routine methods and a good deal of the college "machinery" must ultimately be subordinated to the needs of the individual. At present there is too marked a tendency to make the tutorial work a sort of "extra course," to regard the tutor merely as a "coach," and to measure the success of his work by the standing of his students in the final examination. Probably it would be difficult wholly to eliminate these tendencies at this initial stage. Yet they constitute a very real danger and are a serious handicap to the effective working of the system.

The dangers suggest the remedy. Obviously it is hardly reasonable to require from students concentrating in one department far more work for the degree than from those in other departments, no distinction being made in the degree given, as is the case at Oxford.<sup>1</sup>

<sup>1</sup> To be sure, Harvard has a system of graduation honors, *summa*, *magna* or *cum laude*, and "distinction," and the tutorial examiners will have the power of recommending for these honors in the Division of History, Government, and Economics. Yet this

The system should be made general, and, in lieu of that, or even granting that, there should be a diminution of perfunctory course requirements, examinations, theses, etc., particularly in the senior year and ultimately in the junior year as well. The tutors should be a more permanent body with greater authority, and should, in many cases, be men of wider experience. Thus would it be possible for the *real* tutorial system, the Oxford system, to do for our students what no other system of education ever has or ever can do. Thus would the *cramming* of the *student* be subordinated to the *education* of the *man*!

hardly covers the difficulty, for comparatively few of those concentrating in these departments are trying for "honors." The fact still remains that one who secures any degree at all as a result of specialization in this division, must do a good deal more work than one who concentrates in other departments.



## RESULTS OF THE QUALIFYING EXAMINATION, OCTOBER, 1917

ALTHOUGH elections to Scholarships have been postponed for the duration of the war, the qualifying examination was held this year in order not to disappoint such men as were preparing to take it. We give herewith a list of the men who passed.

*The following are exempt from Responsions:*

<i>Name</i>	<i>State</i>
DAVIES, JOHN A. V.	UTAH
FOOSHEE, GEORGE M.	TENNESSEE
JESSUP, PHILIP C.	NEW YORK
JEWETT, JAMES	NEW HAMPSHIRE
NANGLE, WILLIAM A.	TEXAS
RAKESTRAW, NORRIS W.	CALIFORNIA
TITUS, HARRY W.	WYOMING
VAN SANTVOORD, ALEXANDER S.	CONNECTICUT
WHITEHEAD, FRANCIS V.	WASHINGTON

*The following are exempt from Responsions except Greek:*

BACHER, JOHN R.	NORTH DAKOTA
BRUCE, HERBERT D.	NEVADA
EVANS, ELWYN	WISCONSIN
HOTELLING, ADDISON H.	WASHINGTON
MCGAUGBY, JAMES P.	ARKANSAS
MILLER, HORATIO H.	IDAHO
PERCIVAL, HARRY F.	KANSAS
ST. CLAIR, PAYSON	MAINE

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## MEETING OF ALUMNI ASSOCIATION

Members of the Alumni Association are reminded of the business meeting and dinner which will be held at the Harvard Club in Boston, Wednesday evening, February 27, at 7 o'clock. All intending to be present should notify R. K. Hack, Kirkland Court, Cambridge, Mass.

## EDITORIALS

### ENGLISH METHODS IN AMERICAN UNIVERSITIES

THE article on the "Tutorial System at Harvard" which we are publishing in this issue is the seventh in a general survey of the various adaptations of English methods in American universities. It is now two years since the first in the series was published, and it may not be out of place to recall the entire list of articles. They are:

"Princeton: The Preceptorial Method" by R. M. Scoon, October, 1915.

"Princeton: The Graduate School" by R. M. Scoon, January, 1916.

"Pass and Honor Courses at Oberlin College" by Leigh Alexander, April, 1916.

"Liberalizing the Curriculum" by A. R. Benham and J. M. Johanson (an account of methods in use at the University of Washington), April, 1916.

"The System of Honors at Yale" by C. A. A. Bennett, July, 1916.

"The Honors Degree at Columbia" by F. P. Keppel and J. J. Coss, October, 1916.

These articles, together with the one in this number, give an idea of a very important educational influence which is slowly making itself felt throughout the country. This change in university methods is by no means the sole work of Rhodes Scholars, but in most cases Rhodes Scholars will be found helping in the administration of the new system. As we have stated in another connection, the educational influence of the Rhodes Scholars may not in the end be their most important influence, but it is perhaps the first important contribution they have made to American life.

The whole movement which these articles describe is an attempt to make undergraduate work more thorough and more humane. It is an attempt to substitute a qualitative for a quantitative theory of culture, to lead the student to think of his education not as the sum of a certain number of "credit hours," but as the acquirement of a certain amount of familiarity with a subject, and, in addition, some perception of its relations to other knowledge. Whatever it may be in actual working (in many cases the results are, we believe, extremely good) in ideal it is the conception of education as "a habit of mind," as capacity for thought, not merely as the acquirement of information.

### REQUIREMENTS FOR THE NEW OXFORD PH.D.

AN ARTICLE by The Rev. E. M. Walker, of Queen's, on the new Ph.D. which we hoped to print in this issue has failed to arrive, whether because of a German submarine or for some other reason, and readers who have been expecting it must wait until April. Meanwhile we have received from the University Offices a few copies of the regulations governing the degree, the important parts of which read as follows:

#### UNIVERSITY OF OXFORD

##### DEGREE OF DOCTOR OF PHILOSOPHY

The Degree of Doctor of Philosophy may be awarded to a candidate who has carried out a course of special study or research extending over a period of between two and three years at the least under the direction of one of the Boards of Faculties, and who has satisfied Examiners appointed by that Board that his work, as embodied in a dissertation and as tested by public examination, constitutes an original contribution to knowledge set forth in a manner fit for publication *in extenso*, and is of a sufficient standard of merit.

No candidate is qualified to enter upon a course for the Degree unless he has first been admitted to the status of Advanced Student by the Committee for Advanced Studies.

#### *Conditions under which Students of Other Universities are eligible for admission to the status of Advanced Student*

Students from other Universities are eligible for admission to the status of Advanced Student if they have satisfied the following conditions:—

1. That they are not less than 22 years of age.
2. That they have obtained a Degree approved by the Committee for Advanced Studies at a University similarly approved.
3. That they have pursued a course of study, extending over four years at the least,<sup>1</sup> at a University or Universities so approved.
4. That they have produced evidence satisfactory to the Committee of their fitness to engage in research.

Applications for admission to the status of Advanced Student must be made through the Assistant Registrar and must be accompanied by a statement of the nature and subject of the candidate's proposed

<sup>1</sup> A candidate who has obtained high Honours at a University in the United Kingdom may be accepted after a course extending over three years at that University.

course of study or research. The candidate must also submit evidence of his fitness to enter upon the proposed course. Such evidence might take the form of a statement, supported by the necessary Certificates or Diplomas, of his course of study at his previous University, together with testimonials from Professors or Lecturers at that University or other Scholars of distinction who are familiar with his work. In this connection the Committee would welcome and would attach much importance to confidential letters from such Professors or Lecturers addressed to the Assistant Registrar.

*Conditions to be fulfilled before becoming qualified for admission to the Degree of Doctor of Philosophy*

As soon as a candidate has been admitted to the status of Advanced Student the Board of the Faculty to which his subject belongs appoints one or more persons, styled supervisors, to direct and superintend his work on its behalf. The student has, therefore, always some one with expert knowledge of his subject who will be able to direct him to the best sources of information available, and whom he can consult when in need of advice.

An Advanced Student who has completed his course of study or research and written his dissertation may apply to his Board of Faculty for permission to supplicate for the Degree. The Board appoints two or more Examiners who consider the dissertation and examine the student in the subject thereof and in matters relevant to that subject. The examination is as a rule both oral and written, but students whose work has been carried on under the direction of the Board of the Faculty of Medicine or of Natural Science do not have a written examination unless the Board specially orders it.

The Examiners report to the Board, and, if their report is favourable in the sense indicated in the opening paragraph of this memorandum, the Board has power to grant to the student permission to supplicate for the Degree of Doctor of Philosophy.

The effect of the Statute is to make it possible for a student from another University who is admitted as an Advanced Student in the October Term of one year to obtain the Degree of Doctor of Philosophy in the Summer Term of the third year following, *i.e.*, in a period of about two years and nine months, and this period may be reduced by some six months for a candidate who has previously carried out a satisfactory research course at his former University.

It is not necessary for the whole of a student's course of special

study to be carried on at Oxford, but no candidate can become qualified for the Degree of Doctor of Philosophy until he has kept six Terms (two academical years) by residence as a matriculated member of the University.

### *General Information*

Every Advanced Student must be a member of the University, and for this purpose must first become a member of a College or Hall or of the Society of Non-Collegiate Students. It is therefore important that any candidate not already a member of the University should state, when making his application for admission, which College or other Society he wishes to join, giving a choice of two or more in order of preference. Detailed information about the various Societies may be found in the *Oxford University Handbook*, which can be obtained through any bookseller from the University Press in Oxford, or London, or Edinburgh, or Glasgow, or New York, or Toronto, or Melbourne, or Bombay, or Madras, or Cape Town, or Shanghai.

It is very desirable too that application should be made in good time, especially when it is desired to commence residence in the October Term. Thus a candidate wishing to come into residence in October should make his application before the end of the preceding May at the latest.

In order to make provision for students who for any reason find themselves unable to complete the full course required for the Degree of Doctor of Philosophy, the Committee for Advanced Studies has power to grant to an Advanced Student who has kept statutory residence for a period of not less than three Terms, and during that period has pursued a course of study or research, a Certificate to that effect.

The fees payable to the Committee by Advanced Students are—

	£	s.	d.
On admission.....	5	0	0
Terminally.....	6	0	0
On application for permission to supplicate for the Degree of Doctor of Philosophy.....	5	0	0

The University fee on taking the Degree of Doctor of Philosophy is £15.

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\*.\*All applications and correspondence should be addressed to  
*The Assistant Registrar, University Registry, Oxford.*

Copies of the folder explaining the requirements for the degree and of the University Statute containing the regulations in full will be sent to men who apply to the Editor for them as long as the supply lasts.

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#### OXFORD PREPARING TO WELCOME AMERICAN UNIVERSITY MEN

IN CONNECTION with the American University Union of Paris and London, Committees are being formed in Oxford and Cambridge to offer an opportunity to such American university men in our armies abroad as may wish to visit the two universities. The *Oxford Magazine* of December 7th contains the following notice of the arrangements:

There are already over 3,000 American "College-men" on active service in France, and this number is likely to be increased considerably in the near future. An "American University Union in Europe" has been established to meet the needs of all such American University men on service. The headquarters of the Union are in Paris, and a branch has been formed in London. Obviously these men cannot spend their short leave in their own country, and many of them will naturally desire to spend it in England. It is understood that the authorities of the United States are most anxious that an opportunity of visiting Oxford and Cambridge should be given to those who may wish to avail themselves of it. A committee has already been formed, and is at work in Cambridge, under the chairmanship of the Vice-Chancellor, for this purpose. A similar committee is being formed at Oxford. The following have already consented to serve:—the President of Magdalen, the Warden of New College, the Principal of Brasenose, the Master of Balliol, the Principal of St. Edmund Hall, Sir William Osler, Sir Walter Raleigh, Professor Poulton, Messrs. S. M. Burrows, E. S. Craig, G. B. Cronshaw, and S. Ball (who is acting provisionally as Secretary). Colleges will be asked to co-operate with the committee by the appointment of some member or members to assist the committee in organizing accommodation and other services for our American guests. It should be understood that the visitors would pay all expenses, so that no charges would fall on the University or Colleges. Offers of occasional private hospitality will, however, be very acceptable. In view of the military occupation of Colleges, it will not be easy to find spare rooms in College, but the committee hopes to find other means of accommodation. It is, however, obviously desirable that the visits should be associated as far as possible with the University or Colleges, and members of the University and Colleges can assist most usefully in other ways than actual accommodation in College. Communications may for the present be addressed to the acting Secretary (Mr. S. Ball) at St. John's College.

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#### DISCOVERING EACH OTHER

WE CLIP the following paragraphs from an article in the weekly edition of the London *Times* for November 2nd, 1917:

In France, we have suddenly discovered America, and America has discovered us. How different we both are from our preconceived notions of each other! We did not

know what a highly educated, professional, and modest gentleman the American Regular officer was, nor did we quite realize what a splendid body of active fighting men he was going to bring over with him. We are a great deal more enthusiastic about the Americans, and, if I may say so, more proud of them, than we show on the surface. How can we not regard as men of our own flesh and blood the relays of American soldiers of all grades who come to us, who speak our own language and bear our own names, who understand us in a flash of time, and whose point of view on almost every conceivable subject under heaven is our own?

These sentiments are, I hope, mutual. The Americans did not know what our Armies were, nor what they had done or are doing. Many of them know now. They witness under fire our grand attacks and our raids. They observe with astonishment the terrific powers of our modern artillery and the glorious activities of our splendid airmen. They see the spirit, the discipline, and the emulation of our infantry, and they are profoundly impressed by them. I hope that the pride which we feel, without venturing to express it, in the Americans is a little reciprocated by them. I can only say that every American soldier who has told me of his experiences on the British front has spoken with enthusiastic admiration of our men, and that an entirely new feeling, the consequences of which may be immense, is growing up between the two kindred nations in arms.

No one can measure what such an experience is going to mean to the relations of England and America after the war. Instead of sending over a few Rhodes Scholars, we are now sending millions of soldiers. Instead of merely working and playing with their English cousins, these men and the British "Tommies" will fight and die side by side. Those who return will bring a new conception of England and of English character, a new friendship and a new capacity for working together without friction. If we express that in our international relations after the war, the ghastly conflict will leave us a future worth looking forward to. Perhaps no single force can do as much to ensure the peace of the world as can a friendly and intimate understanding between the people of the United States and those of England and the British Empire.

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#### A PROPOSED WAR LEAGUE OF AMERICAN COLLEGES

*To the Editor of the American Oxonian:*

I WISH to call the attention of the former Rhodes Scholars, especially those engaged in educational work, to a War League of American Colleges which is now being formed. The suggestion was offered by Olin Templin, Dean of the College, University of Kansas. Dean Templin sent out a preliminary statement about November 15 to the heads of various universities and colleges, and to the heads of various

departments at Washington which might be interested. A part of Dean Templin's preliminary statement follows:

"The American College is accused of failing to grasp the significance of the world conflict and of neglecting to assume its proper position of leadership over the youth within its walls. 'Education as usual,' it has been said, is its continued policy, when the College ought to be giving these young people special training for the places in the new world which they are soon to inherit. The College student is reported to be ignorant of current events and to be living his customary life of comfort and equanimity. These assertions are not altogether true, but there is enough of truth in them to be embarrassing. Most colleges and universities are endeavoring to meet their extraordinary responsibilities. Committees of faculties and students have been appointed, meetings have been held, addresses have been delivered, subscription papers circulated, military drill introduced, and many other things of like purpose have been undertaken. Nevertheless, there has been much marching up hill and down; there is more or less bewilderment everywhere. With no clear understanding of what ought to be done, it has been natural to follow established custom and to wait for a directing hand from acknowledged authority.

"In the University of Kansas the prevailing perplexity has been experienced although perhaps in no extreme degree. Here it has been found advisable to create a faculty 'Intelligence Committee,' co-operating with a similar group of students. It is the purpose of this committee to use available means to enlighten students upon the nature and meaning of the war in its different phases, and to bring to their attention such information as will lead them to get a right perspective, to judge events sanely, and to order their own lives appropriately with respect to the parts they must take, now and in the future. The committee undertakes

1. To provide lectures on patriotic, military, diplomatic, economic, historical, and other topics, intended to influence students in the conduct of their daily lives, election of studies, personal sacrifices, and group usefulness.

2. To collect from faculty, students, other institutions, and other sources suggestions and plans suitable to the situation and to furnish these to officers, committees, teachers and students.

3. To put up in the different buildings bulletin boards on which are posted news items, maps, illustrations, portraits, cartoons, scientific facts, stories about alumni in the war, etc.

4. To conduct a column in the College paper, edited by direction of the Committee, devoted to the same purposes as the lectures and bulletin boards.



"In its earnest endeavor to succeed this committee has felt keenly the need of co-operation with similar agencies in other institutions. This has led to the proposal to arrange some method of interchange of ideas and experiences among the various colleges and universities. It is believed that many schools have tried out plans, which, if known to the rest, would be found to have general applicability. For example, the University of Kansas believes that a column in the student publication, judiciously edited by competent, recognized authority is worth a trial in other institutions.

"If such a league were attempted its headquarters should be located at Washington and it should be recognized by the Federal Government. It might enjoy the active approval and leadership of the President. However, its effectiveness would probably depend upon its being a voluntary alliance of the institutions themselves and under their complete control. There should be local branches of the league in all the colleges and universities, conducting their own affairs, but closely affiliated with the central office. It is essential that large opportunity be afforded for student initiative and responsibility."

About December 1, Dean Templin was invited to go to Washington and present his plan. The plan was almost immediately adopted by the "Committee on Public Information, Division of Civic and Educational Co-operation." The work has been chiefly preliminary to date, *i.e.*, the organization of the various institutions is being effected. The whole scheme will soon assume a more definite form and will very quickly be put into operation.

It has seemed to me that this is a work for which Rhodes Scholars are especially fitted, in which they should be especially interested. Of course only those former Rhodes Scholars who are teaching in Colleges and Universities would be in a position to give definite aid to the plan. Each educational institution will be invited to join in the undertaking and I am sure the central committee will eagerly accept the services of any former Rhodes Scholars. To any one who is interested in the scheme I shall be glad to supply additional information.

Respectfully,

E. W. MURRAY.

*1603 Louisiana Street, Lawrence, Kansas.*

## PERSONALS

CLASS OF 1904; G. E. HAMILTON, *Secretary*

W. A. FLEET, who is now a second Lieutenant in the Grenadier Guards, took his B. A. and M. A. at Oxford in July.

W. E. Schutt has a story, "Stone of Madness," running serially in the *All-Story Weekly*. Judging from the first installment, which appeared December 22, it is to be a murder mystery compared with which the darkest of Conan Doyle or Maurice LeBlanc are plain as day.

The following letter has just reached the Secretary from T. E. Robins, who is now a Major with the British Army in Palestine:

*In the Field, 27 Oct., 1917.*

MY DEAR HAMILTON:

I feel very guilty at not having responded sooner to Gipson's postcards, and thanked him for sending the *OXONIAN*, which I always read with interest. By the way, I must owe a good deal in back subscription—if you will let me know about that I'll see that cash is duly forwarded!

I'm afraid my account of myself for the past two and one-half years—it was about that long ago when I wrote to Gipson from the Canal—cannot include any of the stirring episodes that France provides daily. Shortly after our return to Egypt, after Gallipoli, I got a month's leave and went back to England, returning to find my Regiment well afield in Sinai. We were holding an outpost line out Nekhl way, and doing reconnaissances into the hills, which, there, are rocky and waterless. Altogether it was a dull and difficult country. At the end of May 1916 we were relieved, and proceeded northwards. Shortly after that, I got a staff appointment at Scrapeum, where I stayed until October, when I was appointed Assistant Provost Marshal of the 52nd (Lowland) Division. I joined up with them just as they were beginning the march up through Sinai to El Arish and thence into Palestine—covering the Railway as it was built, and supporting the cavalry, who kept pushing the Turk back across the Egyptian border. We reached El Arish at Christmas, and remained there two months. Then came the rapid advance after the battle of Rafa (a cavalry show on our part), and the first and second battles of Gaza, in both of which we were engaged, though in the first we had very little to do, being in reserve. You have probably read the published account of the Gaza battles—whether history will confirm it remains to be seen! All one can say now is that we did not have the good fortune to which our long trek and the difficulties of a campaign in country like this entitled us. We are hoping for better luck shortly. I had a very severe personal blow in the second Gaza battle, in the death of my brother-in-law, whom you, and other House Rhodes Scholars may remember as Philip Wroughton, Master of the Christ Church Beagles from 1907 on. He died the finest sort of soldier's death, leading his squadron in action against a strongly-held redoubt.

In August, after nearly a year with an Infantry Divisional Staff, I was appointed to the Staff of the Cavalry Corps—known as Desert Mounted Corps. It is a thoroughly Imperial formation, including Yeomanry—my own Regiment among them—and Australian and New Zealand mounted troops. Though I am sorry in many ways to leave

the Lowland Scot, who is a good fighter and a warm friend, I am glad to get back to the mounted troops again as I know and understand their ways.

Whatever the Staff in France may be, in this country it is no symbol of luxury and leisure. I was never so busy as a Regimental officer as I have been since I joined a Corps Staff.

There is scarcely a spot in the country we now inhabit that does not belong to scriptural history. Samson threw down the gates of Gaza—Delilah was a village beauty from Khan Yunus. A few miles from where I now write Abraham had his house and raised his numerous family. When next I write, it may be from Jerusalem, who knows! Every one out here shares the great feeling of satisfaction that is evident in England and France, at the entry of America into the war. And to me, as you can imagine, it brings a special and personal relief, knowing, as I did, how liable to misconception is the policy of "Slow to anger," especially when the freedom of the future lies in a speedy defeat of Hunnish military despotism. I'm more than thankful that my native land has now vindicated her long period of tolerance.

My best wishes to all those Rhodes men who will be coming in now, and though I doubt whether any of them will reach this benighted neighbourhood (N. B. sarcastically termed "Land of milk and honey" by General Moses who was staying behind when his army entered it) I hope if they do, they will let me know—H. Q. Desert Mounted Corps will always find me. By the way, I'm a Major now, too!

Yours sincerely,

T. E. ROBINS.

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#### CLASS OF 1907; R. M. SCOON, *Secretary*

R. C. BECKETT is a Captain in the Coast Artillery Officers' Reserve Corps and is stationed at Fort Morgan, Alabama. He wrote in the early part of October: "We have plenty of mosquitoes, fishes, drilling, swimming, and the great excitement of the boat coming over, occasionally with newspapers and the mail."

S. H. Blalock is employed in the Bureau of Foreign and Domestic Commerce, in the San Francisco office. This Bureau has for its principal object the furtherance of our export trade.

N. K. Chaney has been appointed Consulting Chemist of the Bureau of Mines, thereby winning a salary of one dollar per annum. He continues to work in his own laboratory at the National Carbon Company. He has been elected a member of the American Institute of Chemical Engineers, and is one of the youngest members on the rolls, as the age limit is thirty years.

J. S. Custer has obtained leave of absence from Lawrence College and is an educational secretary of the army Y. M. C. A. at Camp Dewey, Great Lakes, Ill.

F. P. Griffiths is a Section Chief of the United States Shipping Board and is in charge of the Government Navigation Schools at San

Diego, San Pedro and San Francisco, which give instruction to future officers in the merchant marine.

R. P. Hartley is engaged in copper and lead mining near Tobar, Nevada.

George Hurley is doing government work, the exact nature of which he will tell us later—perhaps. He is not in Providence, but his old address there will reach him.

J. H. Jackson is Assistant U. S. Attorney for the western district of Louisiana. According to his own account, his chief activities have been "rounding up slackers and throttling pro-Germans."

A. P. James is Assistant Professor of History in the University of Arkansas.

C. A. Keith made speeches on the war in twenty or more counties of Kentucky during last summer. This is the spirit of his work: "I do not know whether I shall ever go to the trenches. I shall go if I am called, and I shall try my best to make some Germans sorry that I came. Neither would any German ever take me alive! I can imagine other things I would rather be than a captive to the Germans. I am telling my audiences that we are fighting in this war in order that we may knock the 'helm' out of Wilhelm, put 'Bel' back in Belgium, and keep the 'hum' in humanity. This last is copyrighted."

E. K. Kline is Professor of Modern Languages in the University of Wyoming and has two assistants.

Ben Lacy is Chaplain of the 118th Field Artillery at Camp Sevier, Greenville, S. C.—at least, he was there in October. He is enthusiastic over his work and writes that he is "finding the greatest plenty to do."

J. R. McLane is in the Home Guard of Manchester, N. H.

Ben Tomlinson is a Captain in the 320th Field Artillery, in charge of Battery "A," at Camp Gordon, Georgia. When he wrote the secretary, he was acting battalion commander, as there was only one major in the regiment. In the same regiment were William Stockton, Jewett-Williams, Moise and Rogers,—all captains.

G. R. Vowles reports the arrival of Richard Beckman Vowles on October fifth. Vowles *pater* is now Dean of Fargo College.

A. B. West complains that "the combined medical profession in the persons of six physicians has seen fit to recommend my discharge from the so-called National Army. A train wreck prevented me from going ahead with the Y. M. C. A., at least temporarily, so I accepted a position at the University of Rochester, where I shall be until June."

Born to Professor and Mrs. Jay W. Woodrow at Boulder, Col., Margaret W. Woodrow, "the finest ever"!

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CLASS OF 1908; C. A. WILSON, *Secretary*

BIRTHS—Colin Baker Holman, October 10, 1917.

J. M. D. Olmsted comes first in this quarter's budget,—partly *ex officio*, as retiring Secretary, and partly because the reports of his departure to France as the Biological Attaché of Base Hospital Unit No. 7, like those of Mark Twain's death, were much exaggerated. Not too much, however, as at last reports he was assiduously seeking a passport therefor.

Conversely, it now appears that George H. Curtis's account of his Legislative career in the July number was not exaggerated enough, since the solid support of the solid people of Idaho placed Curtis in the State Senate.

Walter S. Campbell, Captain of Battery F, 335th Field Artillery, Camp Pike, Arkansas, writing under date of September 25: "We are light artillery (horsed) and expect to use the French '75' on getting to the scene of action. At present the drafted men of the regiment are in quarantine and I have none. My 'battery' consists therefore of five lieutenants and one sergeant. I am very proud of my enlisted man. I cherish him and have him salute me frequently. The lieutenants I work. Nothing distresses a lieutenant more than to have nothing to do.

"To date my only distinction has been my success in looting. I have managed to supply the regiment with cots (which are—or rather were—at a premium here) by raiding expeditions upon other barracks, perferably infantry. One gets an order from the Q. M. and then, begging wagons or trucks, supplies oneself as rapidly and unostentatiously as possible. When interfered with, one bullies or pleads according to the rank of the officer one meets. The cots, you see, belong to the barracks, not to the officers. Hence the scramble. The details of these operations had better not be intimated in the OXONIAN. Suffice it to say that two days after we began to need cots I had acquired 1185 of them. After that the game was ruined by orders from above. But it was great sport while it lasted . . . especially when the raids were at night and the poor men—national guardsmen and government carpenters—had to remove themselves and their bedsacks and surrender their bodies to the floor at my command. You see, whoever sleeps hard, my men sleep soft.

"I might add that you ought to use the columns of the OXONIAN to remonstrate against boarding schools for girls in war time. It is a patriotic duty of all good-looking or clever girls to stay at home or visit near a cantonment so that busy officers may enjoy a dance or a tête-à-tête when off duty. To go off and segregate themselves in criminal seclusion as they do at present is little short of treason. I hope you will agitate this matter."

C. W. David, after gravitating (or levitating) from research work at the University of California to four weeks at Lake Tahoe, passed over by him with becoming reticence, thus militarizes from the University of Washington:

"With the title of Capt. in the U. of W. R. O. T. C., I now spend five hours a week on the parade ground as an instructor and drill sergeant. Do not mistake me. The appointment, though under a provision made by the war department for such emergencies, is purely local. I have no commission from Washington. And the service is wholly voluntary and unpaid. But I enjoy the work and welcome it as an opportunity of doing my bit."

Edmond E. Lincoln announces the impending advent of "Results of Municipal Electric Lighting in Massachusetts." He adds that J. L. Hydrick has put off his bachelorhood and departed for Trinidad, Tobago, and a few other Caribbean Islands in the study of tropical diseases, under the direction of the Rockefeller Institute. A hurry call has been sent out for interesting details of said diseases. With Curaçao nearby an old Oxford man ought to be able to locate a cure.

A. B. Meservey, now an assistant professor, after some slight banter as to your secretary's bird-like name, extols the delights of gardening:

"As to my military activities, I scarcely know whether they are now more active than military or more military than active. The home guard sort of evaporated after the close of college; whether its decisive defeat in a field of prospective hay by one unarmed (or thrice armed, because of his just quarrel) farmer was a cause or a coincidence it is hard to say. Be that as it may, one manifestation of my patriotic valor has been obscured for the time at least. But the spuds! Oh, the reeking, rolling, but still beautifully intellectual brows that shadowed the eyes that peered through the mists of sun-kissed perspiration to the end of the long, long rows of heavenly green and watched the festive gambols of the striped and spotted vari-colored monsters who were actively engaged in giving the most

convincing demonstration of their appreciation of our kindness in furnishing them with delectable food. Alas, for the faith that was in them—it was pized grub! My own private particular spuds are not playing in very good luck, but we shall have enough to eat through the winter without straining the resources of the B. & M. to bring us others. My only further military activity in this connection will be to dig and eat spuds; thus endeth activity No. 2.” Meservey has been approved for a commission in the Sanitary Corps as an X-Ray expert.

T. J. Mosley, now at 1404, 15th St., N. W., Washington: “I am now employed by the Bureau of Yards and Docks, Navy Department, having severed my Bureau of Standards relation on August 10, this year. My duties consist principally of supervision of files of technical data and writing for publication. You see, the Bureau of Yards and Docks is the very foundation-stone of Navy construction and upkeep; the expanded Naval programme necessitated an expenditure of \$100,000,000 through this bureau, of which the public has hitherto known little—but there, there! Let’s soft-pedal the publicity stuff and be human. As a matter of fact, the Government wants the people to know what is going with their billions these days, and I am on the job to tell them all I can as gently as I can.

“There was a little reunion-supper recently held in these parts, participated in by Hines, Mahaffey, Ashby, et al (I don’t know who Al was), but the page system at a certain well-known Hotel proving ineffective, I missed connections with the affair.”

George E. Putnam, Washington University, St. Louis, Mo.: “You know the Kansas legislature passed a bone-dry law last spring so I have cast my lot with Washington University. I find this place very agreeable. The University reminds me of an Oxford college more than any institution I have seen in this country. It is Tudor-Gothic, with spacious quadrangles, and a jovial faculty. I will divide my time between the department of economics in the College, and the new School of Commerce.

“I am not doing much of anything in the way of helping to lick the Kaiser. I am subject to draft but expect exemption on the grounds of having a wife. Besides I expect to be engaged in some work for the Government before the end of the year in connection with the federal land bank system. At present I have subscribed to the war economy movement by reducing the size of my trousers and numerous other excesses. Sooner or later, on my new salary, I hope to buy a Liberty bond.”

W. S. Stuart's lines lie in pleasant places: "As for the war work of yours truly, after finding out that the Medical Examiners are going to persist in their obsession that a nearsighted man must necessarily lose his several pairs of glasses at the front, I turned back to an old job with one "du Pont." My job is supervising the Manufacture of Military Smokeless. Incidentally it may be of interest to note that we have doubled our output since April and we already had some output. Lloyd George sometime ago got up at 3:00 a. m. to hear a Million pounds of powder set off other side the channel. We make at this unknown, unsung Parlin plant a million pounds of A 1 Smokeless every three days.

"One sometimes wishes he were a Bud Hull or a Jay Woodrow when a 200,000 lb. Dry House takes a fancy to parch the landscape. The flames of such a fire will sunburn you at 200 yds. even through the dust of your heels. Considerable interest is added to these incidents of plant life by there being 50 or 60 other of such fickle houses scattered around you.

"Du Pont is no niggard. You stay-at-homes come on in; the pay is—well, fair. Hazards there are, I must admit, but the chief of them is the probable owning of too fast a car."

Information has been received that William T. Stockton has a commission in the Officers' Reserve Corps, but what, or when, or where history as yet saith not,—that is, to your Secretary.

As we go to press news comes that Rhys Carpenter is a sergeant in Wagon Co., No. 1, 304th Ammunition Train, Camp Meade, Md.

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CLASS OF 1910; ELMER DAVIS, *Secretary*

CAPT. W. J. BLAND, 356th Infantry, was married on September 29 to Mary Agnes Johnson, of Kansas City, Missouri. Their present address is Manhattan, Kansas.

H. C. Brownell reports the birth of Chauncey Wells Brownell, Jr., an event which took place at Canton, China, September 28, 1917. This makes three. Brownell, Senior, with his entire household, expects to come home in July next for a year's furlough from the Canton Christian College.

Charles S. Brice is a Captain of Coast Artillery.

C. E. Crossland is training future officers, having sent about 70 of his ex-pupils to Fort Myer and quite a number to other camps.



The secretary is of the inglorious number who have been told by Uncle Sam to stay at home and support the family.

L. E. Farley, who has been fighting Mexicans and so on, has now emerged as a Captain of Infantry attached to the 56th Depot Brigade at Camp Wheeler, Macon, Georgia.

"Parnassus on Wheels," the first identified novel by Christopher Morley, has just been published by Doubleday, Page & Company and is alleged by divers reviewers to be readable, unusual, droll, exceptional, meritorious, promising, thoughtful, optimistic, enlightening and expert.

John Crowe Ransom, first lieutenant of artillery as a result of the first camp at Fort Oglethorpe, won the honor of being picked as one of the first batch of reserve officers to go to France to replace casualties. He sailed from an Atlantic port in September.

H. R. Stolz was reported last summer as attached to the Medical Reserve Corps at Fort Riley, and is presumably duly commissioned by now.

William Alexander Stuart was working at Fort Myer at the same time, and according to the traditions of his house is probably a major general of hussars by now.

The Rev. Joseph Tetlie was married on June 14 to Evelyn Louise Ytterboe at Northfield, Minnesota, and sailed on the 22nd as a missionary for China after considerable delay in getting passports. He had hoped to go to France as a chaplain but found it impossible to make the necessary arrangements. During the time last summer when Uncle Sam was considering whether or not he would need the help of the Secretary of the class to make the world safe for democracy, Tetlie did some very useful work as Secretary *pro tem*.

C. Franklyn Zeek writes of the possibility of getting into Y. M. C. A. work in France. He was married to Winifred Louise Wadsworth of Dallas on August 1 and spent part of his honeymoon in the Sigma Chi house at Madison, Wisconsin, which is the scribe's idea of a quaint place to spend a honeymoon, even with the Sigma Chis absent.

C. D. Nelson announces the arrival of Claud Dalton Nelson, Jr., December 6.

## REVIEWS

### TRACING A SOURCE OF ANTI-ENGLISH PREJUDICE

*The American Revolution in our School Text-Books*, by Charles Altshul, with an Introduction by Professor James T. Shotwell. New York, George H. Doran Company, 1917.

HISTORIANS, American and English, have long before this war condemned the false perspective of the accounts of the American Revolution in our most popular school text-books. What was in truth a contest between the American Colonies and an insanely autocratic English King has been represented as a contest between the American and the English peoples. An important epoch in the achievement, by the English people, of their own political freedom, has been treated as having significance only for us. The English leaders in that struggle, Pitt, Burke, Fox, and others, have been quoted in such a manner as to hide the fact that they were fighting for political liberty for the English people as well as for the American Colonists.

Mr. Altshul's book presents the details of that great misrepresentation. He has examined the accounts of the Revolution in some forty school histories in use throughout the country more than twenty years ago and over fifty more in use at the present time. He divides them into five classes: at one end are the few which "deal fully with the grievances of the colonists, give an account of general political conditions in England prior to the American Revolution, and give credit to prominent Englishmen for the services they rendered the Americans"; at the other end of the scale are the many which "deal fully with the grievances of the colonists, make *no* reference to general political conditions in England prior to the American Revolution, nor to any prominent Englishmen who devoted themselves to the cause of the Americans." By far the greater number of the books he examined are found in this latter class or tend towards this end of the scale. The books of twenty years ago were much worse in this respect; those in use at present are better, but "the improvement is by no means sufficiently marked to prevent continued growth of unfounded prejudice against England." Mr. Altshul presents extracts from the text-books he has studied, which amply prove his point.

The material here gathered together calls for immediate action on the part of those responsible for the selection of school text-books on American History. But it calls for more than that. Mr. Altshul is

not a historian; he makes no pretense of criticizing the accounts of the Revolution in the light of the original sources. This more fundamental task should be performed by our historians, and the results embodied in school text-books, worthy, in their fairness and their accuracy, of the new era in our relations with England which is being ushered in by the war.

—THE EDITOR.

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THE HEART OF CHRISTOPHER MORLEY

*Parnassus on Wheels*, by Christopher Morley. Doubleday, Page and Co., 1917.

*Songs for a Little House*, by Christopher Morley. George H. Doran Company, 1917.

"A GOOD BOOK," says Morley's sage in *Parnassus*, "like Eve, ought to come from somewhere near the third rib: there ought to be a heart vibrating in it." Here are two good books by that definition. *Parnassus* makes a delightful fairy tale of a bookshop on wheels the vehicle of any amount of whimsical comment on literature and things in general, of which the above quotation is a fair specimen. There is a love story and there are adventures, but the heart of the thing is the heart of Chris Morley himself.

The keynote of *Songs for a Little House* is the stanza:

Let these poor rhymes abide for proof  
Joy dwells beneath a humble roof;  
Heaven is not built of country seats  
But little queer suburban streets!

We have songs of the coal bin, the milkman, the Long Island trains, washing the dishes, his cat, his pipe, his wife, and the first baby. There are sonnets grave and gay containing not unworthy echoes of the music of Keats, a group of poems on the war, and frequent memories of Oxford. Quotations are not needed for our readers, who will all (we hope) buy the book. We may allow ourselves just two stanzas from a poem to that group which so many American Rhodes Scholars have joined since the lines were written, "To the Oxford Men in the War":

O my brothers, my more than brothers—  
Big, intolerant, gallant boys!  
Going to war as into a boatrace,  
Full of laughter and fond of noise!

I can imagine your smile: how eager,  
Nervous for the suspense to be done—  
And I remember the Ifley meadows,  
The crew alert for the starting gun.

Old grey city, O dear grey city,  
How young we were and how close to Truth!  
We envied no one, we hated no one,  
All was magical to our youth.  
Still, in the hall of the Triple Roses,  
The cancell casts its ruddy span,  
And still the garden gate discloses  
The message *Manners Makyth Man*.

In these two volumes there is the joy of books and of living.

—THE EDITOR.

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*The Undergraduate and his College*, by Frederick P. Keppel. Boston, Houghton Mifflin Company, 1917. \$1.60.

DEAN KEPPEL'S book is one which few thoughtful students of conditions in our colleges (to which class belong most Rhodes Scholars who are teaching in them) will care to miss. It is remarkable for the patient and conscientious way in which the whole range of problems connected with the college are presented. The historical development of the present types, the character of the students, their organizations and activities, their faults and their virtues, the stupidity and the intelligence of their governors and instructors are all discussed with unflagging interest and in the light of a remarkably broad and human experience. Some chapters, notably the fourth on the "The Undergraduate Point of View" are a contribution to the subject, others owe their interest to the fact that they are convenient statements of problems which as yet must remain unsolved.

Does the American College justify its existence? is the great problem running through the whole volume. On the whole Dean Keppel believes that it does. His "basic conception" of the college is that "of a group of young men living and working and thinking and dreaming together, free to let their thoughts and dreams determine the future for them. These young men, hourly learning much from one another, are brought into touch with the wisdom of the past, the circumstances of the present, and the visions of the future, by a group of older

students, striving to provide them with ideas rather than beliefs, and guiding them in observing for themselves nature's laws and human relationships."

To the faults of the college Dean Keppel is not blind. He would admit that "working" in too many cases means learning lessons, which is not quite the same thing; that too many undergraduates get neither ideas nor beliefs but only information; that the busyness of college life too often leaves scant time either for thinking or dreaming. He does not insist, as would most Rhodes Scholars, that these are the *greatest* defects of our college system, leading our students in too many cases to mistake information for knowledge and to form a quantitative rather than a qualitative conception of culture.

The volume contains many allusions to Oxford and to the Rhodes Scholars, who have as yet in Dean Keppel's opinion (and in our own) hardly exerted the influence expected by the Founder. But the book, in spite of some discussion of the subject, does not do justice to the influence of Oxford men in introducing honors examinations and tutorial methods of instruction in American colleges and universities from the Atlantic to the Pacific.

—THE EDITOR.

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*The Oxford Stamp and Other Essays*, by Frank Aydelotte. Oxford University Press, American Branch, 1917.

THIS is a book which, I imagine, any old Oxonian and nearly any college teacher of English would like to have written. Yet it is markedly personal, a frank record of the writer's special intellectual problems and the solutions he has attempted. As such it is likely to be regarded as one of the most satisfying evidences yet available of the solid utility of the training which Oxford can give an American graduate.

The opening essay is called "The Oxford Stamp." Beguilingly and yet very justly it summarizes the distinctive features of student life at Oxford before the war. Though this is by no means the longest or most original of the essays—though, moreover, the other nine deal with American far more than English conditions and have a special application to institutions as unlike Oxford as the University of Indiana and the Massachusetts Institute of Technology—the candid reader will hardly question that the entire volume bears indeed the "Oxford Stamp" and justifies its title. When it is added that this is

a notably practical American book on present-day American problems, there would seem to be left little upon which even the most hardened Anglophobe—if he still exists—can hang a doubt.

Those who desire to estimate the solid value of Oxford training for Americans will find here positive testimony of great weight; students of educational problems in our colleges will find first-class answers to such burning questions as the relation between sport and education, the demand for “practical” results in teaching, and the ever vexing puzzles of how to teach composition and literature.

T. B.

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## EARL GREY AND SIR STARR JAMESON

SINCE the last issue of the OXONIAN the Rhodes Trust has lost by death two of the most distinguished of the group of friends to whom our Founder entrusted the task of carrying out his great ideas.

Earl Grey and Sir Starr Jameson were both remarkable men; both played conspicuous parts in the world's affairs; both were in hearty sympathy with the ideals which inspired Cecil Rhodes. Every Rhodes Scholar should have some clear idea of what they were and what they did, and we hope in our next issue to have from Dr. Parkin an appreciation of their careers and character drawn from his intimate touch with them in carrying out the work of the Trust.

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# THE AMERICAN OXONIAN

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# THE AMERICAN OXONIAN

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## TEN YEARS AFTER

HOW THEIR OXFORD EXPERIENCE LOOKS NOW TO THE CLASS OF 1904

### INTRODUCTION

BY G. E. HAMILTON

*Secretary of the Class*

SINCE the Editor sent out his original request, more than a year ago, for contributions from the members of the Class of 1904 for a symposium, entitled "Ten Years After," the greatest of all events in American History has taken place. Cecil Rhodes once hoped through the foundation of the Rhodes Scholarships to draw America and Great Britain into closer relationship. Many Americans, perhaps we may say, a majority of Americans were not in sympathy with his purpose. They preferred to continue fighting the old American wars against Great Britain. It was patriotic to be suspicious of everything English. That Prussianism had a hand in this foolish vogue of hatred we do not now doubt. Nevertheless, we must admit that it existed and that it was a dominate fact in American life.

Little wonder then that we pioneers of the Rhodes pilgrims to Oxford should have doubted at times the far sightedness of the founder of the Rhodes Scholarships. We were disillusionized ourselves it is true, those of us who had felt any sympathy with American prejudice against England, but what about the folks at home? What could we do when we returned? Fight down the false ideas? The task seemed too stupendous. But we fought nevertheless. And here and there little impressions were made, but taken altogether the total was very small indeed. Time slipped away and August, 1914, came. Then it was that we buttoned up our coats tight, set our jaws hard, and fell to the intellectual combat with all our might. We saw in Germany England's enemy, our enemy, the enemy of civilization. As the war went on, and it became more and more apparent that only a thin line of British and French heroes were standing between barbarism and civilization, between Germany and America, the old bulwarks of unreasonable prejudice began to crumble, and the whole nation gradually marshaled itself into the fight for Anglo-American unity.

## APPOINTMENTS TO BE MADE IN 1920

Group *A* 1920 Scholars: To enter Oxford in January, 1921.

Group *B* 1921 Scholars: To enter Oxford in October, 1921.

Group *C* 1920 and 1921 Scholars: Those appointed for 1920 to enter Oxford in January, 1921, and those appointed for 1921 to enter Oxford in October, 1921.

After next year the appointments will proceed on their normal course; groups *A* and *B* appointing Scholars in 1921 to enter in October, 1922, groups *A* and *C* appointing men in 1922 to enter in October, 1923, and so on, in regular rotation.

The division of the states by groups is as follows:

<i>A</i>	<i>B</i>	<i>C</i>
Connecticut	Alabama	Arizona
Illinois	Arkansas	Delaware
Indiana	California	Florida
Kentucky	Colorado	Idaho
Maine	Georgia	Louisiana
Maryland	Iowa	Montana
Massachusetts	Kansas	Nevada
New Hampshire	Michigan	New Mexico
New Jersey	Minnesota	North Carolina
New York	Mississippi	North Dakota
Ohio	Missouri	Oklahoma
Pennsylvania	Nebraska	South Carolina
Rhode Island	Oregon	South Dakota
Tennessee	Texas	Utah
Vermont	Washington	West Virginia
Virginia	Wisconsin	Wyoming

2. *Qualifications:* A candidate to be eligible must:

- (a) Be a citizen of the United States with at least five years domicile and unmarried.
- (b) By the 1st of October of the year for which he is elected have passed his 19th and not have passed his 25th birthday.
- (c) By the 1st of October of the year for which he is elected have completed at least his Sophomore year at some recognized Degree-granting University or College of the United States of America.

Candidates may apply either for the State in which they have their

ordinary private domicile, home or residence, or for any State in which they may have received at least two years of their College education before applying.

3. *Method of Selection:* For each State, or in some cases for a group of States, there will be a Committee of Selection, in whose hands, subject to ratification by the Trustees, the nomination will rest.

Every candidate for a Scholarship is required to furnish to the Secretary of the Committee of Selection for his State, not later than the 5th of October, the following:

- (a) A certificate of age.
- (b) A written statement from the President or Acting-President of his College or University to the effect that he has been selected to represent that institution.

(N. B. Institutions with a total enrollment of less than 1,000 may be represented in the competition for any one State by not more than two candidates. Institutions with a total enrollment of from 1,000 to 2,000 may be represented in any one State by three candidates. Institutions with a total enrollment of over 2,000 may be represented in any one State by not more than four candidates.)

- (c) Certified evidence as to the courses of study pursued by the Scholar at his University, and as to the gradings attained to by him in those courses. This evidence should be signed by the Registrar, or other responsible official, of his University.
- (d) A brief statement by himself of his general activities and interests at College, and of his proposed line of study at Oxford.
- (e) Not more than four testimonials from persons well acquainted with him.
- (f) Reference to four other responsible persons, whose addresses must be given in full, and of whom two at least must be professors under whom he has studied.

Application blanks can be obtained in June from Frank Aydelotte, American Secretary to the Rhodes Trustees, Massachusetts Institute of Technology, Cambridge, Massachusetts, or from any member of the Committee of Selection in any State, or from the Presidents of most Colleges and Universities. These blanks will contain the name and address of the person to whom they should be sent in each State.

4. *General Information:* The Rhodes Will provides for two Scholars constantly at Oxford from each State in the Union. Each Scholar is appointed for three years, and receives a stipend of £300 a year,

out of which he pays his tuition, fees, and expenses exactly as any other student. There are no restrictions as to the subjects which he should have studied at his University in this country, or as to the subjects which he will take up at Oxford. Information as to the opportunities open at Oxford will be found in another article in this issue.

The abandonment of the qualifying examination does not alter the entrance requirements of the University of Oxford. Detailed information in regard to these will be found in another article.

## ENTRANCE REQUIREMENTS AT THE UNIVERSITY OF OXFORD

THE situation at the present moment in regard to entrance requirements at Oxford is as follows:

1. The abandonment of the qualifying examination formerly required by the Rhodes Trustees does not, of course, affect the entrance requirement of the University. This requirement is an elementary examination in Greek, Latin, and Mathematics described below.

2. Exemption from this examination is granted in certain cases: (a) To students who have creditably completed at least a two years' course in a recognized foreign university, and who receive Junior or Senior Standing according to the grade of their advancement. (b) Students who have had a minimum of six months' military service. Exemptions granted under (a) do not excuse a man from showing a "sufficient knowledge" of Greek in order to supplicate for the B. A. degree. Exemptions granted under (b) include exemption from Greek. The minimum Greek requirement is made only for the B.A. degree, not for the research degrees of B. Litt., B. Sc., and Ph. D.

3. New legislation has been proposed, (a) to remove the requirement of compulsory Greek entirely, (b) to remove the Greek requirement in the case of graduates of approved foreign universities granted Senior Standing under the Foreign Universities' Statute, as above. It is impossible to say at the present moment whether or not these statutes will pass.

The ordinary entrance examination at the University of Oxford at the present moment is known as Responsions, and includes six papers arranged as follows:

- (1) Arithmetic—the whole;
- (2) The elements of Algebra *or* of Plane Geometry;
- (3) Greek Grammar;
- (4) Latin Grammar;
- (5) Translation from English into Latin Prose;
- (6) Translation from Latin and Greek into English.

It was an equivalent of this examination which was formerly used as a qualifying examination for the Rhodes Scholarships.

It seems unlikely, however, that any men who are appointed as Rhodes Scholars will be compelled to take this examination. The Foreign Universities' Statute of the University of Oxford provides for the admission with advanced standing of students from recognized universities or colleges as follows:

"Any Student of the Foreign University, who shall have pursued at that University a course of study prescribed by it and extending over two years at the least, and who shall have reached a sufficient standard in all the examinations incident to the course, may be admitted to the status and privileges of a Foreign Junior Student.

"Any Student of the Foreign University, who shall have pursued at that University a course of study prescribed by it and extending over three full years, and who shall have taken Honours in the final examination incident to the course, may be admitted to the status and privileges of a Foreign Senior Student."

Junior Standing, as indicated above, involves exemption from Responsions, while Senior Standing exempts the student from Responsions and also from the intermediate examination known as Moderations, allowing him to begin work at once on his final Honor School. Neither Junior nor Senior Standing, however, exempts a student from the requirement of a "sufficient knowledge" of Greek in order to supplicate for the degree of Bachelor of Arts.

Graduates of foreign universities who are admitted as candidates for the research degrees of B. Litt., B. Sc., or Ph. D. are excused from all entrance examinations, including the requirement in Greek. In addition to the above exemptions the University has recently passed decrees exempting men who have had at least six months of military service from Responsions, including the requirement in Greek, while men who have had a minimum of twelve months' military service are exempt from Moderations as well. These military exemptions hold good only until October, 1920, but the wording of the statute is such as to allow the benefit of military exemption to students who enter the University for the October term of 1920.

It seems possible that legislation now pending at the University of Oxford will so modify the entrance requirements as to make it unnecessary for American Rhodes Scholars to qualify under any of the regulations outlined above. On March 4 Congregation passed the preamble of a statute altering the requirement in Responsions so as to do away with compulsory Greek. The new statute divides the subjects required in Responsions into three groups:

- I. (a) Latin, (b) Greek;
- II. (a) English, (b) French, (c) German;
- III. (a) Mathematics, (b) Natural Science, (c) Mathematics and  
Natural Science.

The statute provides that candidates must satisfy the examiners in one subject of each of the three groups, and in four subjects in all. This action is in line with the recent abolition of the requirement of compulsory Greek at the University of Cambridge, and, if the statute is passed, it will very much simplify the matter of entrance at Oxford from the American point of view. Discussing the statute the *Oxford Magazine* in its issue of February 4, 1919, said:

"We believe, and we certainly very strongly hope, that the preamble will be carried, and by a substantial majority. We will not argue the general question again. We will only say that we think the War has helped to strengthen a belief not only in the practical utility, but in the humanizing effect, of modern literatures and languages; especially has it strengthened a love of French, and a belief in the essential merits and depth of the French character, never perhaps held so strongly in this country since the days of Joan of Arc.

"Should the Statute fail, the effect will certainly and almost immediately be to divert a large part of the tide of returning or new undergraduates to Cambridge. Already it is probable Cambridge has attracted some by its almost indecently prompt action. So far, however, it may be said, though we do not say it, that only the 'soft optimists' have gone to the sister University. It is certain that if we persist in requiring Greek, it is not only the soft optimists we shall lose. As it is we have still the opportunity of guiding and influencing the education in the schools and among young people. If the young people are driven away from us wholesale we shall lose this chance."

Still another modification of the entrance requirements, affecting American Rhodes Scholars even more directly, is the statute which was introduced on March 11, 1914, admitting graduates of approved foreign universities to Senior Standing with exemption from Greek. This would mean that a Rhodes Scholar who is a graduate of an approved American university would be exempted from all entrance and intermediate examinations, including the requirement in Greek, and allowed to begin work at once on his final Honor School.

Prospective candidates for the Rhodes Scholarships may find the



above account of the present state of the regulations for entrance at Oxford somewhat confusing. The Editor regrets that this is the case, but can only say by way of reassurance that the very confusion which now exists is evidence of a very decided movement at Oxford to do away with the restrictions and requirements which have deterred so many candidates from applying for a Rhodes Scholarship in the past, and that there seems to be reason for hoping that by the time our Rhodes Scholars are appointed in October the conditions for entrance at Oxford will be so arranged as to allow the American student who has a good record in the subjects which he has studied to be admitted without being forced to "get up" a little Latin and Greek especially for that purpose.

## A BRIEF BIBLIOGRAPHY OF OXFORD AND THE RHODES SCHOLARSHIPS

I. *The Rhodes Scholarships*, by George R. Parkin. Houghton, Mifflin & Co., 1913.

This is the most readily accessible book at the present moment giving a full account of Oxford and the Rhodes Scholarships. Chapter VI on the University System and Chapter VII on the social side of Oxford life are written by F. J. Wylie. The chapter dealing with methods of selections does not, of course, apply in all its details to the situation in 1919, but the book on the whole will be found the most useful single volume for prospective candidates.

II. *Oxford and the Rhodes Scholarships*, by R. F. Scholz and S. K. Hornbeck. Oxford University Press, 29-35 West 32d Street, New York.

This volume is now out of print, but since it is to be found in most university and public libraries it is included in this bibliography. While it is in many respects out of date, it gives an excellent brief summary of the provisions of the Scholarships and the University System at Oxford, answering a large number of the questions which will inevitably be in the minds of prospective candidates.

III. *Oxford University Handbook*. Oxford University Press, American Branch, 29-35 West 32d Street, New York. \$1.00.

The *Handbook* corresponds roughly to the catalogue of an American university, and as such it will be invaluable to the prospective Rhodes Scholar in planning his course. It contains information about examinations, fees, and general university requirements, supplementing in a more exact way the volumes mentioned above.

Unfortunately no copy of the *Handbook* later than 1915 is available at this moment. The American Branch of the Oxford University Press expects to have the current issue as soon as it is ready. Meanwhile prospective Rhodes Scholars will find the 1915 volume extremely useful, and correct for all of the older schools.

IV. *Examination Statutes of the University of Oxford*. Oxford University Press, American Branch, 35 West 32d Street, New York. \$0.60.

The *Examination Statutes* give still more fully than the *Oxford Handbook* the lists of books required in the various schools and the papers which are set in the various examinations. The latest edition

to be had in this country is that for 1915, but a supplement sent with them brings the information down to date. The *Examination Statutes* are hardly necessary for use in planning a course at Oxford unless the candidate should wish to begin his reading while still in this country. For such a purpose the volume would be indispensable.

V. *An American at Oxford*, by John Corbin. Houghton, Mifflin & Co., 1902. \$1.75.

This volume was written before the Rhodes Scholarships began. It is perhaps the most attractive general account ever written of undergraduate life and work at Oxford from the American point of view.

VI. *The Oxford Stamp*, by Frank Aydelotte. Oxford University Press, American Branch, 35 West 32d Street, New York. \$1.25.

An attempt to formulate some of the intellectual results of a Rhodes Scholarship, and to apply certain Oxford ideas to American educational problems, especially social life, athletics and the teaching of English. Not particularly important for prospective candidates.

Candidates for the Rhodes Scholarships will realize that all the books mentioned above are concerned with Oxford as it was before the war. It is too early yet for detailed information in book form as to the changes made by the war in the curriculum and the life at Oxford. Information of this kind will be found in the AMERICAN OXONIAN from issue to issue as fast as it can be obtained. Every effort will be made to make the magazine as useful as possible to men who are thinking of the Scholarships.

In this connection prospective candidates are particularly advised to consult ex-Rhodes Scholars, or old Oxonians not Rhodes Scholars, living in their locality. Many of the features of Oxford life, such as the system of examinations, the arrangement of courses, choice of a college, etc., can be understood more readily from personal explanation than in any other way. Rhodes Scholars and old Oxonians everywhere will be glad to give candidates for the Scholarships any information or explanation in their power. The AMERICAN OXONIAN publishes once a year, in October, an address list of Rhodes Scholars and old Oxonians in the United States. Candidates should use this list to obtain the addresses of men whom they can consult in their own state or city.

## THE CHOICE OF A COURSE AT OXFORD

(*Note.*—Pending the announcement of such changes as may be made in the Oxford curriculum on account of the war, the following article, which is reprinted from the January number, 1916, will give the prospective Rhodes Scholar a good (although not complete) idea of the various opportunities open to him at Oxford.)

### INTRODUCTION: BY THE EDITOR

THE newly appointed Rhodes Scholar who wishes to choose his course at Oxford intelligently must master the *Oxford University Handbook*. It is not an especially entertaining task, but it is necessary. The *Handbook* is not a catalogue and it is not "official," but it corresponds to the official catalogue of an American university. Like college catalogues in general it is dull and hard to understand, and the difficulty is greater for an American student because the Oxford system is so unlike our own. To bridge the gap, to supplement the *Handbook* (not to replace it), and to supply certain general facts about Oxford work in its relation to American needs which the *Handbook* could not be expected to contain, is the purpose of this article.

The first thing for the American student to remember is that at Oxford he is not so much "choosing a course" as preparing for certain examinations. From the first University examination, Responsions (corresponding to our examination for entrance) and also from the college matriculation examinations it seems likely that most American students will be exempt.

The second University examination is Moderations, called in the *Handbook* the "First Public Examination," and known universally among undergraduates as "Mods." Rhodes Scholars who obtain "Senior Standing" are exempt from this; those who obtain "Junior Standing" must take it. Moderations is an intermediate examination preceding entrance upon the work of a Final Honor School. There are two varieties of Moderations, "Pass" and "Honor," and most American Rhodes Scholars will find it advisable to take the former. Honor Moderations requires two years of detailed classical study and would leave a Rhodes Scholar without time enough to complete the work of an Honor School. Pass Moderations is not a very difficult examination (the specific "books" required will be found listed in the *Handbook*), and the Rhodes Scholar who wishes to get the most out of his time at Oxford will begin work on it the summer before he enters and take it at the end of his first term, thus leaving

nearly his entire three years for more advanced work. The examination in Holy Scripture (popularly known as "Divvers") is a sort of appendage to Moderations. Mathematical Moderations, the Law Preliminary, and Science Preliminary examinations are alternatives to Moderations usually taken only by men who intend to study Mathematics, Law, and Natural Science, respectively.

The third and most important examination is that for a degree in a Final Honor School (the "Second Public Examination," as it is called in the *Handbook*) which comes at the end of the second or third year. It is the work for this examination which is described in the various sections of this article below. The whole period of preparation for this final examination, it may be well to say in passing, is spent on a single subject or "School." Of course History may involve the study and use of Modern Languages, sciences may involve Mathematics and so on, but on the whole the work of an Oxford man is much more highly specialized and demands a much more thorough knowledge of one subject than does that of an American university.

In all the Honor Schools and in preparation for all examinations at Oxford the tutorial system of instruction is in use. The student reads for the examination under the guidance of a tutor. He prepares (usually once a week) an essay on some part of the work, which he reads to his tutor and on the basis of which his work is criticized. He goes to such lectures as he or his tutor think likely to be of help to him. The one aim of the whole process is to prepare the student for the examination. His work from week to week is not graded, there is no fixed number of lectures required, no record of attendance is kept, the examination itself is often set and the results marked by men from outside the University. If the newly appointed Rhodes Scholar will keep these facts in mind, he will find the *Handbook* and the work which will be expected from him at Oxford alike more intelligible.

LITERAE HUMANIORES: BY F. H. FOBES

*Assistant Professor of Greek in Union College*

PERHAPS the most striking difference between the Oxford classical course and the average American one is that at Oxford the Classics are not a part of a course but are a course in themselves: the Oxford student, in confining himself to Honor Moderations and the Final School of *Literae Humaniores* (or "Greats") is seldom troubled by the feeling that he may be overspecializing. Whereas in America

ancient history and ancient philosophy and even to some extent ancient art and archæology and literary criticism have tended to pass from the control of classical departments to that of departments of history, philosophy, etc., in Oxford they remain a vital part of the classical course; and if in Oxford the treatment of some of them is necessarily very general, it has the unusual merit of training the student in careful thinking on general subjects as well as on special.

The American at Oxford, although he may have taken honors in Classics on graduating from an American university, will find, in starting to work for Moderations, that the best of his fellow students have in their preparatory schools read much more Greek and Latin than he has read in preparatory school and university together, and that, because of their early training in writing Greek and Latin prose and verse, they have a more direct command over their knowledge. In the detailed study of certain prescribed texts for Honor Moderations (if he takes that examination rather than the more usual Pass Mods) he will get something like the American courses in Greek and Latin literature; but he will be required to read, less carefully, many pages of classical authors by himself, to study literary criticism and the history of art, and to get some smatterings of textual criticism. A man who has done well in Honor Moderations may be trusted to have an intelligent acquaintance with the history of Greek and Latin literature and a real command over the essentials of Greek and Latin grammar—to have laid a sound foundation for “Greats,” the school which is perhaps most characteristic of Oxford.

In Greats the student will by himself read carefully, and chiefly with a view to the subject matter, a few important philosophical and historical texts. In familiarizing himself with the subject matter he will have the help not only of lecturers but also of the conferences at which he reads essays to his tutors. Likewise from lectures and conferences and from his private reading he will form some acquaintance with many of the more important modern philosophers. And in all his work he will be aided by a general intellectual interest more live than could be readily found among American undergraduates.

Few of the Oxford examinations can be well passed by a man who has simply accumulated a store of information and has not made some attempt to arrange his information and to relate a part of it to the sources: the headlong method of cramming which sometimes succeeds in American universities succeeds in Oxford less often. Moreover, since the Oxford student is trained to study for himself,

he more readily falls into a sane and mature attitude to his work. Although in Moderations and in Greats he touches modern life at fewer of the obvious points than does the American student of Classics, the matters which he naturally correlates with modern life are often fundamental, and the correlation is profitable in proportion to its difficulty. The Oxford student of Classics feels more strongly, I believe, than the American that his university training is a real preparation for after life.

MODERN HISTORY: BY R. P. BROOKS

*Professor of History in the University of Georgia*

THE work in History at Oxford is of the same general character as that offered for the Master's degree in American universities; that is to say, students in both cases find their work limited to a single field, in which the ideal is rather breadth of reading than intensive specialization. In content and thoroughness, however, the Oxford Bachelor of Arts degree represents a far greater attainment than does the American Master of Arts degree. It might be compared to our work for the Ph. D. except that in the Modern History School at any rate, there is comparatively little attention paid to method and original investigation. On the contrary, the range of the examinations is so wide as to make extensive reading necessary, and nothing in the nature of a thesis is required.

A mere statement of the requirements of the School indicates the extensive character of the work. The curriculum falls into four divisions: English Constitutional and Political History; a short section of European History; a "Special Subject"; and Political Science and Political Economy. The backbone of the course is the first-named division. The examination questions in this phase of the subject may range over the whole of English History. Mastery of the *subject* is expected, not merely the preparation of *certain texts*. Too great diffuseness is guarded against by the considerable amount of time that must be spent in study of certain collections of documents.

For the second part of the requirement, European History is divided into six periods of varying length, one of which must be offered. Here again the work is extensive in character.

Those who aim at a First or Second Class are required to offer a "Special Subject," and here the character of the work approaches what we consider in America true graduate work. Eight special subjects are listed, such as the Saxon Emperors, 936-1002; the First

Three Crusades, 1095-1193; the Great Rebellion, 1640-1660. In every case the period of time is short and the work is done entirely from original sources. Even here, however, the purpose seemed to be rather to give the students acquaintance with the sources than to give them practice in the manipulation of them. The special subject I elected was the Great Rebellion. The tutor spent a year lecturing on the subject, making constant and voluminous references to the sources, and we were expected to look up these references; but we were not asked to prepare topics from the sources.

In the last division, Political Science and Political Economy, the work amounts to an introduction to those subjects. A few texts must be mastered.

The method of instruction in History is a combination of private conferences with the tutor, a species of seminar for the Special Subject, and attendance on lectures. The tutors in History have formed an association which arranges a list of lectures covering every aspect of the work. These lectures are open to all undergraduates, irrespective of college affiliations. Attendance is optional, but under the advice of tutors students usually take from nine to twelve hours per week.

The most important work of instruction, however, is that received directly from the tutor. Once a week the student presents an essay on some assigned topic. In the course of three years he makes many little investigations, reads numerous books and periodicals, gets expert advice in the art of expression, and has constantly impressed on him the necessity of careful study and exact statement. It is this personal contact with men of scholarship and a high degree of teaching ability that most differentiates American from English university teaching. The superiority of the English method is very evident to one who, teaching in an American institution, realizes how casual and impersonal are his relations with his students—a situation inevitable where hours are heavy and classes large.

ENGLISH: BY C. F. TUCKER BROOKE

*Assistant Professor of English in Yale University*

THE finest of all the fine things Oxford can do for an American student of English is to bring him face to face with his own past and his future. Sudden immersion in a wholly foreign atmosphere will perhaps do this for most young men; but Oxford whose paramount charm is her guardianship of so many rare Anglo-Saxon memories



and whose chief pride her training of the future leaders in the Titanic business of the British Empire—Oxford is an arch-wizard in the magic of self-knowledge.

The American who goes to Oxford to study English literature will be led first of all to study himself. The Oxford training is far less objective than that of an American university. The real theatre of operations is the student's own experience; external aids to self-development, such as pre-digested lecture courses and required curricula, are little valued. The Oxford requirements are so elastic and at the same time so searching that it would be difficult on the one hand to name any list of preliminary studies (except those required for the entrance examinations) which are seriously prerequisite to the successful study of English. On the other hand, there is hardly any branch of human learning, which, if sincerely appreciated, will not become a vital part of one's equipment for the English School. History, linguistics, the modern and ancient languages, philosophy, art—genuine interest in any one of these will offer a nucleus around which to accumulate individual and harmonious impressions concerning English literature.

The Oxford system, both in the regular Honor School and in the research department, drives the student to make salvage out of the learned lumber heaped up in previous academic experience, of all that has vital interest to himself. About this living core the individualistic machinery of the University builds up a system of living principles and beliefs, rather than a standardized assortment of information. It must be borne in mind always that Oxford sheds enlightenment only by indirect methods. There is no direct or "normal" road to any but the cheapest "Pass" degrees. Each candidate for honors must mark out his own course largely by the light of his personal interests and aptitudes; and it is of primary importance that the first year at Oxford be devoted to a kind of intellectual stock-taking. It is one of the invaluable blessings of the Oxford training that this first year generally discovers to the intelligent student a clearly defined line of special interest and a lively sense of his special deficiencies.

MATHEMATICS: BY R. W. BURGESS

*Instructor in Physics in Cornell University*

THE young American who desires to study Mathematics and prepare himself for the work of a college teacher in that subject may find in Oxford and the Rhodes Scholarship a valuable opportunity to

secure a part of his preparation. In considering this possibility he should not be misled by the fact that the subjects stated in the *Hand-book* are rather limited in number and in part are those already begun in his previous work. He must realize that the study of Mathematics at Oxford is persisted in only by the select few, almost without exception men on scholarships obtained after a competitive examination which makes it almost certain that these men know more Mathematics than an American whose college work has included the first course in calculus, and are far superior to him in problem-solving. The American candidate should realize also that at Oxford a man's record of success or failure—the Class he secures—depends altogether on the work done in a limited number of three-hour examinations—all taken in a period of two weeks at the end of the course. He must, therefore, in the first place, have thoroughly in hand the subjects covered, which are those taken up in this country in advanced undergraduate and early graduate work. He must be able, in the second place, to tackle successfully the new problems, which are an important feature of the examinations, and in many cases require considerable ingenuity to solve, even after the necessary formulas and proofs have been carefully learned and digested. Under these circumstances, it is evident that in one's individual study, done, of course, under the direction of a tutor assigned by the college, a great deal of emphasis is placed on intensive work—on the thorough assimilation of the book-work and on the acquisition of facility in solving problems. The advantages and disadvantages of this system are obvious. The main advantages are thoroughness in a somewhat limited field and the cultivation of dexterity and a certain kind of originality in handling the material therein. The disadvantages are the danger that the wide range of higher Mathematics will not be appreciated, and the absence of original research, though this would be a natural continuation of the problem work.

In view of all these points, it seems probable that an American would derive most benefit from his Oxford course if it follows immediately his three or four years at an American college, and is followed by a year or two spent at Oxford or an American university in working for his Ph. D. He would naturally take Mathematical Moderations at the end of his first year, and would then best take the remaining two years to prepare for the Final Honor School. If he comes with an unusual preparation, he may need only one year, and may then use his last year in research, obtaining a B. Sc. degree, or in the

study of Physics, either for the Final Honor School in that subject or independently.

Inasmuch as his only required study during his three years will be Mathematics, pure and applied, except perhaps for the examination in Holy Scriptures, it seems especially incumbent on the young mathematician to take part in the college literary and debating societies, to travel intelligently, and otherwise to preserve a wide perspective, remembering that the Mathematics he is getting is only one reason for his presence at Oxford. If he uses his time to advantage, he should have no trouble on his return in securing either a college teaching position or a fellowship, as he may prefer, and should find that Oxford has given him a valuable training and a broader outlook on educational problems and on life.

NATURAL SCIENCE: BY J. M. D. OLMSTED

*Graduate Student in Biology at Harvard*

IF one were to ask me bluntly, "Would you go to Oxford to study science?" I should be compelled to answer, "No." But if the question were modified, "Can a Rhodes Scholar profitably study science at Oxford?" I should answer emphatically, "Yes."

My statements will have to be confined to Chemistry in order that I may speak whereof I know. Most American students who intend to specialize in the sciences take sometime during their undergraduate days here a year's work in Chemistry, Physics and Biology. This is exactly the knowledge required to pass the first examination in the natural science group. The study of science at Oxford, therefore, fits on to our American training perfectly.

The Science Preliminary over, one settles down to learn Chemistry—advanced Inorganic, Organic, Physical, Analytical, Historical, in fact one must gain a knowledge of the whole field of Chemistry. This corresponds very nearly with the required work, *i. e.*, courses, necessary for a Ph. D. in this country. Naturally much depends on the man himself and a great deal on his guiding star, namely his tutor. In general, however, if the Rhodes Scholar takes his work at all seriously, I believe that he can reduce the time required for a Ph. D., say at Columbia, by two years.

Not only can one learn the regular routine Chemistry required for the Doctor's degree, but often he is given opportunity and even encouraged to do original work. Several Rhodes Scholars have had articles in the *Journal of the Chemical Society* of London.

As far as I can judge the equipment at Oxford, while not up to the latest soapstone desk tops of the newest American college, is quite as efficient as one finds at Harvard. Certainly the laboratory course I had in Physical Chemistry was far superior to any I have found in America, Harvard, Columbia and Chicago not excepted. My tutor in Organic Chemistry was a well-known authority and (perhaps through him) my wants in the organic laboratory were fully supplied, a condition not often found in this country. The other departments were nearly as good.

One thing must be noted: at Oxford an apology is made for every reference to a *technical* process, and the references are not numerous. Pure science, not applied, is taught. If the prospective Rhodes Scholar expects to learn to be a food analyst or assayer, he will be disappointed in Oxford.

The Oxford system is a vicious one for a lazy man, but one who is alive to his opportunity, and who above all *keeps up with the current literature on his subject* (how I wish some one had told me this!) will find that Oxford can give him as good a course in pure science as any other university which does not emphasize the sciences as its particular specialty.

MODERN LANGUAGES: BY C. F. ZEEK

*Professor of French in the Southern Methodist University*

OF the many modern languages offered to students at Oxford (French, German, Spanish, Italian, Russian, etc.), French and German are by far the most popular. But the writer being most familiar with the French School, will speak of it alone, though most of his remarks would apply equally well to the German and to other schools.

Upon first thought it may seem absurd for an American to go to England to study French. Yet Oxford has peculiar advantages to offer to the student of foreign languages. Most lecturers and tutors in the French school are native Frenchmen and lecture in French; the library facilities are excellent; there is a thriving French Club in Oxford; and best of all, France is within easy reach for the Christmas, Easter, and summer vacations. Indeed I know of no better preparation for one intending to teach French than to read for honors in French at Oxford and afterwards write a thesis for the Doctorate at some French university. Such a student has a great advantage over a graduate student in an American university in being able to go frequently to the country where he can hear the spoken language.

He also has an advantage over the man who merely gets the French Doctorate because of the exceedingly broad and thorough foundation he has obtained at Oxford.

First one must decide upon a single language in which to specialize. It is true that in the preliminaries one may take a different foreign book along with *Pass Mods*, or one may take a short period in both French and German literature. In the Honor Schools, however, the student takes one language only. He must be prepared to take lectures in French from the staff and he must write essays in French; for Oxford makes no provision for freshmen who wish to begin a language in college. Nor does she have any courses devoted to translating French into English, although excellent ones for translating classic English into French are given. Real university work is done from the start and French literature is taught in much the same way as English literature. Wide reading is done on specified subjects and essays are brought in at the end of the week.

The lectures cover only a very small part of the field of the final examination. They may deal with Molière, Racine, Corneille, Hugo, Rousseau, Montaigne, Pascal and a few other stars of the first magnitude, but the examination covers the whole range of French literature. So the student himself has to make up the deficiencies by his own reading, both during term and during vacations.

There are lectures, too, on philology and Old French; for the examination devotes almost as much space to Old as to Modern French. No student, then, should attempt the French school without a sound previous training in Latin.

To anyone planning to study French at Oxford, I should say: Take as much French as you can—and especially conversation courses—in your American university and when you go over try to spend a summer in France before “going up” to Oxford. Then you will be in a fair way to “read for honors in French.”

THEOLOGY: BY W. L. SPERRY

*Pastor of the Central Congregational Church, Boston, Mass.*

THE University of Oxford is a Church of England, *i. e.*, Episcopalian, institution. But this fact does not enter into the work of the Honor School of Theology. There is no reason why a man who proposes to enter the ministry of any Protestant Church in America should not do the more important and the greater part of his theological preparation as a Rhodes Scholar at Oxford.

The theological courses are conceived and conducted on an entirely non-sectarian basis. These courses are confined to a comprehensive study of the origins of Christianity. The student is carried from the beginnings of religion in Old Testament times through the New Testament period down to the Council of Chalcedon in 451. The Bible is thoroughly mastered as history and literature and dogma. Hebrew is optional but New Testament Greek is required. Early church history is also covered in detail. The whole course is intensively conceived. It aims to give the student an adequate understanding of the intricate backgrounds of modern Christianity, and then to leave him free to fill in his private and denominational foregrounds for himself. Mastery of this great body of religious fact constitutes the most important part of a theological course anywhere in the modern Christian world, and the very spirit of detachment from all denominational concerns which characterizes the Oxford method of presenting the subject, gives to the Oxford course added value. Oxford Theology is absolutely "neutral" and wholly scientific. Of the catholicity of spirit, the candor of mind, the breadth of outlook, and the tolerance of opinion of those who teach Theology at Oxford too much cannot be said. The Oxford theologians are "Seekers after Truth" first, and Churchmen and Anglicans afterwards.

This course does not attempt to give instruction in matters of pastoral practice, of contemporary church government and organization, or of modern church methods and the business of preaching. It is supposed that graduates of the Oxford school will scatter to denominational institutions for a brief course in these detailed matters. An American who had "done Theol" at Oxford would, therefore, probably find it wise, if not absolutely necessary, to take a year in some American Divinity School connected with his own denomination, to fill in the details of his particular foregrounds against the Oxford background.

The study of Theology at Oxford has many compensations. There is the opportunity to work under men whose names are known the world over, to hear all the greatest preachers in England, and to study modern social conditions by vacation residence in one or another of the great University Settlement Houses in London. More than all these, there is the priceless advantage of getting most of your theological work done without actually becoming a "theologue." For the men who are reading Theology mingle with the men who are reading "Greats" and History and Law and Medicine on the com-

mon ground of undergraduate life. Theology, like the other Honor Schools, leads to the B. A. degree. To escape the rather self-conscious and unctuous professionalism of the average American Divinity School is a great gain. You are at the end of the process still a human being with a healthy outlook on life and not an incipient "priest" or a budding "divine."

There is, also, opportunity for some casual connection with the Theological Schools of the Unitarian and Congregational Churches, Manchester and Mansfield Colleges, which are located in Oxford, but these institutions are not part of the University proper.

And finally, there is the rare chance of doing the major part of this preparation for the ministry under the constant and friendly supervision of one man, your tutor. Given so intimate a subject as religion and this personal relationship between tutor and scholar, if both are lovers of the truth, will develop into one of the finest experiences in life.

LAW: BY R. L. HENRY, JR.

*Professor of Law in the State University of Iowa*

Is it worth while for the American student who plans to practice law or to teach law to spend three years at Oxford and take one of the law courses there offered? I have no hesitancy in saying "Yes," emphatically. But I recognize a real difficulty in convincing the average American student of the soundness of my judgment, because when he begins to investigate he finds that the Oxford law courses do not seem "practical." Frankly they are "cultural" and not "professional."

If the only matter to be considered is a training for the work of a lawyer, three years at a good American law school, such as Harvard, where the case method is used, would be more effective. But other factors should be considered. Whatever one's life work is to be, a Rhodes Scholarship means the acquisition of a broader horizon and some true culture. It lifts one above the commonplace point of view and increases the enjoyment and appreciation of life. Again the training to be obtained in preparing for and taking a set of examinations at Oxford is decidedly worth while. It is a different discipline from anything in our American system of education, and has some elements of strength which are not to be found to the same extent in an American training.

But what of the law? Most certainly if a man is to spend three

years at Oxford, and after that plans to follow law he should take a law course at Oxford. After having completed his Oxford course in law, he can at once take the bar examinations and begin the practice. He would require hardly any more special study to pass the examinations in any state than if he had taken law at one of our big law schools. At such schools the law of no particular state is taught. The Common Law of England differs little more from the law of one of our States, than the law in one state differs from that in another state. There is no force to the objection that he will have been studying English law and not American. Whether he has taken law in England or in the United States he should spend several weeks in cramming for the bar examinations. If he goes about the work in the right way, he will pass.

But I should not like to see the intending lawyer enter practice without some of the training to be had at one of our best law schools. The American with his Oxford degree in law should take one or two years at such a school. If he wishes to graduate he will probably have to take two. I am told that such schools as Harvard and Chicago allow the holders of Oxford degrees to finish in two years instead of three, though examinations are required to get the first year's credit. If he takes two years or even one of such work on top of three years of law at Oxford, he will, in my estimation, be better equipped for the practice of law than the man who has spent three years at an American law school and has not been at Oxford. He will have something that the latter has not, the point of view which comes from the study of the broader and less technical law subjects, such as the history of law, comparative law, and jurisprudence. If he aspires to become something more than a mere practitioner, that is if he wishes to win and merit the name of "jurist," he must labor in the field covered by the Oxford law courses. And if he does not get some familiarity with it and a deep interest in it in college the chances are he will never pursue such studies.

On the other hand the man who plans to become a teacher of the law will find the work leading to an Oxford degree more directly in the line of his professional training than will the prospective practitioner. He should not, however, make the mistake of thinking that his services will be sought by the law schools merely because he possesses an Oxford law degree. In the first place, even our university authorities have not as yet very definite ideas of what such titles stand for. In the second, there is the more solid reason that the best



law schools are everywhere demanding men who can teach by the case method of instruction. To teach in that way it is, of course, necessary to have had some experience with the method. That can not be obtained at Oxford. My advice to the intending law teacher is to study law three years at Oxford and then in two years more take a degree at one of our American law schools. That will take five years. An equivalent training all acquired in America would take at least four. It is coming to be generally felt that the law teacher should be familiar with just that field which is covered at Oxford. For that purpose the Harvard Law School has established a fourth year and one or two other schools have done the same. A man can qualify in that way though I believe an Oxford degree plus an American one will give greater prestige. To my mind, the experience as a Rhodes Scholar, not to mention the payment of expenses for three years, is worth much more than the possible expenditure of an extra year's time. If a man does not believe that I am right, he will, on knowing all the facts I have attempted to bring out, probably decide not to try for a Rhodes Scholarship.

There is perhaps one more question to answer. Which course should a student take, the one leading to the B. A. in Jurisprudence, or the one leading to the degree of Bachelor of Civil Law? If the authorities will allow him, he should take the B. C. L., which is harder and more advanced. If not, he may console himself with the thought that the lectures for the B. A. in Jurisprudence are better organized and that the course is of the same general character, and will do him just about as much good.

MEDICINE: BY E. M. ARMSTRONG

*Practicing Physician in New York City*

MEDICAL education at Oxford and Cambridge has differed very little in its origin from that of the rest of England. In former years the English medical school, as typified in London, was the outgrowth of the English hospital, and it began when the student attached himself to his master and followed him around the wards. The organization of the English hospital school consisted in practicing hospital physicians and the spirit of the school was intensely and immediately practical. The scientific subjects were grudgingly taught, they were touched upon only in so far as they had practical application, and in consequence many times failed of their purpose. In the latter part of the nineteenth century the fundamental sciences which have

developed out of Medicine—Pathology, Physics, Biology, and Chemistry—became an essential part of the hospital school, and much of the teaching in these subjects, which was at first undertaken by practicing hospital physicians, has now been taken over by full-time teachers.

Oxford and Cambridge conform to the general English system in that their students obtain their practical clinical experience by attaching themselves to some one of the London hospital medical schools; it is in respect to the scientific subjects that Oxford and Cambridge lead, and it is in this respect that Oxford offers its greatest opportunity for medical study to Rhodes Scholars from the United States. Medical work in Oxford has rapidly advanced to that high scientific standard which characterizes the best American schools. Like other scientific departments in this traditionally classical institution, it has had many hardships and obstacles, but has emerged triumphant. Following the long and courageous fight for scientific subjects made by Sir Henry Acland and Sir John Burdon-Sanderson, the eminent physiologist, Sir William Osler, Regius Professor of Medicine, the former Physician-in-chief to the Johns Hopkins Hospital and Professor of Medicine in the Johns Hopkins University, has carried with him to Oxford the highest scientific as well as practical clinical ideals in medical study. The charm and magnetism of his great personality is in itself ample argument in Oxford's favor for the prospective physician.

But at the outset it must be realized that it is hardly possible, nor indeed especially desirable, for an American Rhodes Scholar to obtain the degree of Bachelor of Medicine and Surgery from Oxford. All candidates for it must first obtain the Oxford B. A., something which can not be accomplished in less than two years' residence in Oxford, and then continue into at least two or three years of work in Oxford or in London. The three year scholarship does not make this possible unless a scholar is willing to continue to study in England for an additional two years. Such a course could hardly recommend itself for an American, although it might for a Colonial Rhodes Scholar.

However, there is much to be said in favor of work in the fundamental sciences. In so doing a student may acquire the Oxford B. A., and at the same time do practically all of the work which is accomplished in the first two years at American medical schools. The opportunity here depends upon the student's ability to grasp it. With fundamental training in the scientific subjects, Chemistry,

Physics, Biology, and Botany, something which is practically always acquired by prospective medical students in American universities, the American Rhodes Scholar may be given Senior Foreign Standing and almost immediately gain admission to the Final Honor School of Physiology. If he has not had this training, he may acquire it in his first year. In either case he should certainly be able to obtain the Oxford B. A. in Physiology during his term of scholarship, and in so far as he is able to enter promptly into the Honor School, by just so much he may find opportunity to study more widely in Bacteriology or Pathology in the third year. The departments of Anatomy, Physiology, and Pathology are excellent and conducted by distinguished scientific men, whose enthusiasm and ready sympathy with the student will furnish an endless source of inspiration. Many wonderful opportunities are open to the student in his vacation times by visits to London, Edinburgh, or to one of the great medical centers of the Continent.

The degree of Bachelor of Science is open to men whose preliminary training and special fitness entitle them to enter into research work, and wide opportunities for original investigation in the problems of Physiology, Chemistry, or Pathology are at hand. During the course of special research work as a candidate for the B. Sc. degree, the student may take at any time courses in the general medical work as he desires.

By a course of study at Oxford a man will get breadth of view in his medical education. He will come to realize that the true scholar, and especially the scientifically trained medical man, can best approach the problems of medicine from the cosmopolitan standpoint. The progress of medical science has been the result of contributions of all nations, French, English, German, and others alike. Problems of disease are not local, or even national, but as widespread and universal as the human race, with the methods, ambitions, and ideals of the workers identical. From an international standpoint a man can better see how the advances in medical knowledge have been made, and learn something of the paths the great men of the past have trod. He may hope also to develop that breadth of "fellowship and fraternity," that degree of self-control, that thoroughness of method, that "patient devotion to duty and high ideals," which has been the greatest asset of the medical profession. He may early "find himself" and know that the life of a physician, more than of anyone else, "is the part he plays among his fellows."

DIPLOMA COURSES; ANTHROPOLOGY: BY W. D. WALLIS  
*Instructor in Anthropology in the University of California*

IN addition to the Honor and the Pass Degree courses, there are a few Diploma courses. These Diplomas are offered in Education, Economics, Forestry, Geography and Anthropology. Many of the more recent Honor courses began as Diploma courses; this is true of French and German, for example. Standards of scholarship differ; in some the aim has been to keep the work and examination requirements up to the standard of the *Literae Humaniores*. Such a Diploma course would differ from the Honor course not in the merit of work but in the quantity required. Most of these Diploma courses have small enrollments and for this reason personal contact with lecturers is more probable than in the larger Honor courses.

I was much surprised to hear an Oxford Don who was not connected with any Diploma course but well acquainted with the work in Anthropology insist that this was postgraduate work. By postgraduate he meant that most of the students who take Anthropology have first taken the B. A. degree. But the B. A. degree is not a prerequisite.

The student who takes Anthropology at Oxford will find himself in an atmosphere not easy to duplicate. The father of Anthropology, as he is called by many of the English speaking anthropologists, Sir E. B. Tylor, is still the Professor Emeritus and the fine classical tradition of his day is still the dominant note. Here, too, a specialization as well as a liberal survey of the subject is eminently possible. The Pitt-Rivers and Ashmolean Museums, with the British Museum not far away, offer exceptional opportunity for the prehistoric archaeologist and the technologist; in the collections at the University Museum is much material for the physical anthropologist; while Social and Classical Anthropology are not less favorably represented in library facilities and lectures.

The arrangement of work allows a profitable cross-sectioning of subjects. A minimum requirement in Physical Anthropology, Technology, and Social Anthropology is made of all candidates for the Diploma; when these minimum requirements have been complied with the student interested in Archaeology, let us say, may replete himself with the archaeological lore of Crete, the Ægean area, Asia Minor, Egypt or Babylonia, not to mention opportunities closer at home for specializing in the Archaeology of England or of Ireland, of Scandinavia, or of the Caves of France and Spain. Or should he be

interested in the religious phases of primitive life, he may work with one or all of several authorities in their respective subjects of Greek, Roman, Oriental, Egyptian or Babylonian religions. Whatever his special interest, he will not cherish it unbidden.

Through the Oxford Anthropological Society there is afforded at frequent intervals opportunity to hear and meet many of the eminent anthropologists of Great Britain and other lands, as well as many of lesser note.

RESEARCH WORK: BY R. K. HACK

*Assistant Professor of Greek in Harvard University*

PERHAPS the most important difference between graduate work in an American university and the work which a man does at Oxford for the B. Litt. or B. Sc. lies in the comparative independence of the Oxford student. In our American universities the graduate student is carefully nursed by the professors of the department he has chosen; he spends two years in following various courses given by those professors, and attends the proseminar and seminar. He becomes acquainted with elaborately systematized and methodized recipes for research; and the subject of his thesis is usually chosen for him rather than by him. But the Oxford student is left much more to his own devices and his own judgment; and it follows that the American who aims at the B. Litt. or the B. Sc. must be correspondingly more careful in the choice of lectures and above all in the choice of a subject for his thesis. Too often Americans have chosen subjects so vast, so complicated, covering such range of time and thought that only a scholar like Lord Acton or some other walking encyclopædia could hope to deal with them adequately in the space of a decade.

For this reason, it is advisable that the American aspirant should have done extremely good work in some one field for his B. A. at home, or else that he should have supplemented his undergraduate career by taking an M. A., which would give him a more definite idea of his own capacities and so prepare the way for an intelligent choice of a restricted subject at Oxford. Once he has made his choice and has been accepted, he must supply his own energy and drive himself; for the two "Supervisors" who will be appointed to assist him will be generous with their time and their knowledge, but will never apply compulsion.

But if an American student takes the precautions I have suggested, it will indeed be his fault if he does not spend three fruitful and stim-

ulating years. At Oxford, far more than at any American university, a man may come to know and treasure as personal friends, men of genius and scholars of the first rank. At Oxford, one finds a large number of the men who have rescued the study of the Classics from the slough of philological despond without in the least sacrificing sound scholarship; Gilbert Murray, Percy Gardner, L. R. Farnell, A. E. Zimmern, W. Warde Fowler, R. W. Livingstone, and many others who have done fine and notable work. The same holds true of Philosophy, of Modern History, of Oriental Languages, of English Literature, of the various branches of Archaeology and Anthropology. A list of names is a list of famous men; for example—Sir Arthur Evans, J. L. Myres, P. Vinogradoff, C. H. Firth, H. W. C. Davis, A. H. Sayce, D. S. Margoliouth, Walter Raleigh; and the list might be extended indefinitely. To do research work with and under the direction of such men is to obtain not merely a specialized training, but also a very genuine liberal education; the deadening mechanical routine which characterizes much of the American Ph. D. discipline is conspicuously absent from Oxford.

In addition to all this, one should bear in mind that Oxford is the seat of the Bodleian Library and of the Ashmolean Museum, as well as of many special collections; and that all the treasures of London and Paris are within a few hours' travel. The American student who has a good mind and a settled purpose will find every encouragement at Oxford; and after he has won his B. Litt. or B. Sc. he may look forward to the shining goal of the D. Litt. or the D. Sc. to be taken "in course" ten or fifteen years later.

## RESEARCH DEGREES AT OXFORD

*(Reprinted from a Circular Issued by the University)*

### DEGREE OF DOCTOR OF PHILOSOPHY

THE Degree of Doctor of Philosophy may be awarded to a candidate who has carried out a course of special study or research extending over a period of between two and three years at the least under the direction of one of the Boards of Faculties, and who has satisfied Examiners appointed by that Board that his work, as embodied in a dissertation and as tested by public examination, constitutes an original contribution to knowledge set forth in a manner fit for publication *in extenso*, and is of a sufficient standard of merit.

No candidate is qualified to enter upon a course for the Degree unless he has first been admitted to the status of Advanced Student by the Committee of Advanced Studies.

#### *Conditions under which Students of Other Universities Are Eligible for Admission to the Status of Advanced Student*

Students from other Universities are eligible for admission to the status of Advanced Student if they have satisfied the following conditions:

1. That they are not less than 22 years of age.
2. That they have obtained a degree approved by the Committee for Advanced Studies at a University similarly approved.
3. That they have pursued a course of study, extending over four years at the least,<sup>1</sup> at a University or Universities so approved.
4. That they have produced evidence satisfactory to the Committee of their fitness to engage in research.

Applications for admission to the status of Advanced Student must be made through the Assistant Registrar and must be accompanied by a statement of the nature and subject of the candidate's proposed course of study or research. The candidate must also submit evidence of his fitness to enter upon the proposed course. Such evidence might take the form of a statement, supported by the necessary Certificates or Diplomas, of his course of study at his previous University,

<sup>1</sup>A candidate who has obtained high Honours at a University in the United Kingdom may be accepted after a course extending over three years at that University.

together with testimonials from Professors or Lecturers at that University or other Scholars of distinction who are familiar with his work. In this connexion the Committee would welcome and would attach much importance to confidential letters from such Professors or Lecturers addressed to the Assistant Registrar.

*Conditions to Be Fulfilled before Becoming Qualified for Admission to the Degree of Doctor of Philosophy*

As soon as a candidate has been admitted to the status of Advanced Student the Board of the Faculty to which his subject belongs appoints one or more persons, styled supervisors, to direct and superintend his work on its behalf. The student has, therefore, always some one with expert knowledge of his subject who will be able to direct him to the best sources of information available, and whom he can consult when in need of advice.

An Advanced Student who has completed his course of study or research and written his dissertation may apply to his Board of Faculty for permission to supplicate for the degree. The Board appoints two or more Examiners who consider the dissertation and examine the student in the subject thereof and in matters relevant to that subject. The examination is as a rule both oral and written, but students whose work has been carried on under the direction of the Board of the Faculty of Medicine or of Natural Science do not have a written examination unless the Board specially orders it.

The Examiners report to the Board, and, if their report is favourable in the sense indicated in the opening paragraph of this memorandum, the Board has power to grant to the student permission to supplicate for the degree of Doctor of Philosophy.

The effect of the Statute is to make it possible for a student from another University who is admitted as an Advanced Student in the October term of one year to obtain the degree of Doctor of Philosophy in the Summer term of the third year following, *i. e.*, in a period of about two years and nine months, and this period may be reduced by some six months for a candidate who has previously carried out a satisfactory research course at his former University.

It is not necessary for the whole of a student's course of special study to be carried on at Oxford, but no candidate can become qualified for the degree of Doctor of Philosophy until he has kept six Terms (two academical years) by residence as a matriculated member of the University.



*General Information*

Every Advanced Student must be a member of the University, and for this purpose must first become a member of a College or Hall or of the Society of Non-Collegiate Students. It is, therefore, important that any candidate not already a member of the University should state, when making his application for admission, which College or other Society he wishes to join, giving a choice of two or more in order of preference. Detailed information about the various Societies may be found in the *Oxford University Handbook*, which can be obtained through any bookseller from the University Press in Oxford, or London, or Edinburgh, or Glasgow, or New York, or Toronto, or Melbourne, or Bombay, or Madras, or Cape Town, or Shanghai.

It is very desirable too that application should be made in good time, especially when it is desired to commence residence in the October term. Thus a candidate wishing to come into residence in October should make his application before the end of the preceding May at the latest.

In order to make provision for students who for any reason find themselves unable to complete the full course required for the degree of Doctor of Philosophy, the Committee for Advanced Studies has power to grant to an Advanced Student who has kept statutory residence for a period of not less than three terms, and during that period has pursued a course of study or research, a certificate to that effect.

The fees payable to the Committee by Advanced Students are:

	£.	s.	d.
On admission . . . . .	5	0	0
Terminally . . . . .	6	0	0
On application for permission to supplicate for the Degree of Doctor of Philosophy . . . . .	5	0	0

The University fee on taking the degree of Doctor of Philosophy is £15.

In addition to these fees all undergraduates pay a matriculation fee of £3 10s. and dues at the rate of 12s. 6d. per quarter.

### ADVANCED STUDENTS AND THE DEGREES OF BACHELOR OF LETTERS AND BACHELOR OF SCIENCE

These degrees are awarded after a somewhat shorter course than that for the degree of Doctor of Philosophy, and for less advanced work.

Candidates, if not graduates of a University within the United Kingdom, are required to satisfy the Committee for Advanced Studies that they have received a good general education. They are admitted as students for the degree by a Board of Faculty on a subject selected by themselves and approved by the Board, and after a course of work extending over an academical year or more, the results of which must be embodied in a dissertation, they may be awarded a certificate entitling them to supplicate for the degree, if the Examiners' report on their dissertation and on an oral examination is favourable. They cannot, however, take the degree unless or until they have completed six terms of statutory residence. The difference in the standard for these degrees and for that of Doctor of Philosophy lies in the requirement for the doctorate that the candidate's work shall constitute an original contribution to knowledge set forth in a manner fit for publication *in extenso*.

Any person holding the status of Advanced Student may, if he so desires, divest himself of that status, and be admitted as a student for the Degree of Bachelor of Letters or of Science.

Any terms spent by such a person in study or research as an Advanced Student are reckoned to him as terms of study or research for the lower degree.

### FACILITIES FOR SPECIAL STUDY AND RESEARCH<sup>1</sup>

The courses of study for which more advanced instruction or assistance is provided fall under three heads:

- (1) Those for the Honor Schools, a considerable proportion of the lectures for which are of a special and advanced character.
- (2) Those which lead to diplomas and certificates in various subjects such as Geography, Education, Economics and Political Science, Anthropology, Classical Archæology, etc. These courses are intended broadly to supplement the ordinary degree curriculum by providing for more specialized lines of study.

<sup>1</sup> The Committee for Advanced Studies proposes to issue later a more detailed statement as to the provision to be made for special study and research at Oxford.

- (3) Those appropriate to students pursuing advanced or research work. In addition to the advanced courses usually to be found under (1) and (2) it is proposed to provide special lectures on certain branches of study, but it is probable that the bulk of the assistance will be less formal and more intimate, and will be given in seminars, or small classes, or individually.

The following libraries and collections among others are accessible to Advanced Students:

The Bodleian Library.

The Radcliffe Library of Medicine and Natural Science.

The Codrington Library at All Souls (chiefly Law and Modern History).

The Beit Library of Colonial History.

The Maitland Library, for advanced work in social and legal history.

The Library of the Indian Institute (representative of ancient, mediæval and modern India).

The Taylorian Library (European philology, literature, and history).

The Morfill Library at Queen's College (Slavonic languages and literature).

The Library of the English School containing the Napier collection of Old and Middle English books.

The Tylor Anthropological Library.

The Ashmolean Museum of Art and Archæology, containing the Arundel and Pomfret collections of marbles, the Tradescant ethnological collection, and a number of collections illustrative of the Fine Arts and of Egyptian, Anglo-Saxon, Classical, and Prehistoric Antiquities.

The University Museum, with various scientific collections.

The Pitt-Rivers Museum of Anthropology.

For detailed descriptions of the University Institutions and Collections reference may be made to the *University Handbook*.

All applications and correspondence should be addressed to *The Assistant Registrar, University Registry, Oxford*.

## OXFORD REDIVIVUS

BY F. J. WYLIE, OXFORD SECRETARY TO THE RHODES TRUSTEES

OXFORD is alive again. It has been dramatic, the change from the Oxford of War to the Oxford of Peace. It seemed that it would never come; and it came almost in a night. Early in January hundreds of cadets returned from Christmas leave. For all we any of us knew they were here for the term. Suddenly orders arrived; and, before we had realized that they were going, they had melted away.

They have been a healthy sight, those white-banded boys (not all boys, either, for the matter of that), during the past three years; and, up to December, very much in place. It has been good for us to have them here. They have helped to keep us young. Perhaps even they have made the old walls themselves feel less lonely and aloof. I sometimes thought, as I watched one hundred and fifty of them parading in New College, in the shadow of the ancient City Wall, with the College Town silent above them but benignly observant, that it was not all as incongruous as it had the first appearance of being.

But it was time they went. They were ominous of War: and 1919, we felt, belonged to Peace, and to the returning sons of the place. And go they did, as I have said, almost in a night. And in the morning came the new stream—our own returning. The rush was greater, and more sudden, than most of us had quite anticipated: and inevitably, it found Colleges short of rooms, short of servants, short of teaching staff. Even the Oxford landlady seemed largely to have gone out of business. Altogether, the first few weeks of Hilary term 1919 were no easy time.

Perhaps that was as well. It kept everyone busy. There was the less time for thinking of the many who might have been among the returning, and were not. I am not going to stay upon this side to Oxford's revival. You in America who have been here will understand that, behind the buoyancy, the gaiety even, of returning life, has lain all the time the sleepless memory of dead friends.

I do not know how many men were in residence. I doubt if any one does. They kept dropping in, all through the term, just as they might get loose from the military machine. One thousand, three hundred and fifty-seven was what we were told early in February: but numbers must have grown considerably between that date and the

middle of March. For a round number let us take 1,500 and leave it at that. Next term (I am writing in the Easter vacation) there will be perhaps five hundred more. Who knows?

Everyone has done his best to help in "getting things going" as quickly as possible. We who had remained upon the spot, painfully alive as we could not but be to the suspension everywhere of undergraduate activities, had said in our hearts, if not more openly, that it would take a long time to recreate the Oxford of before the War. We were mistaken. It has taken just one term. I do not mean that, if you probe intimately, you may not find differences. You will. How, indeed, could it be otherwise? Still, to all intents and purposes Oxford has resumed its normal living, picking up dropped threads without fuss or self-consciousness, in a manner altogether characteristic.

Why—listen to this, from one week's *Magazine*!

O. U. A. C. "The Sports."

O. U. B. C. "Lent Term Eight-oared Races."

O. U. R. U. F. C. "The University V. S. Bartholomew's Hospital."

The Union. "The sixth debate of the term was held on March 6, McL. Hore-Belisha, President, in the Chair."

We might almost think we were reading a *Magazine* of 1913: but there it is, plain to read, "March 14, 1919." Yes: the old things are with us still, in spite of five black years.

Perhaps it is fair to say that "Lent Term Eight-oared Races" did not mean in March, 1919, just what those words would have suggested in March, 1913. They were not "bumping" races at all, but time races; and they were rowed on the "American Tournament" principle, whatever that may mean. And there were other unusual features. Wadham and Pembroke each put on an Eight—the former, indeed, quite a good one—but Trinity and Brasenose could only produce one Eight between them. Clearly, 1919 is not yet an exact reproduction of 1913. So it was comforting, among a good deal that was unfamiliar in the "Lent Term Eight-oared Races," to tumble upon an incident that spoke to us frankly of old times. The New College *third* boat beat the *first*. That made us all feel better.

For the summer we are promised real "Eights," and, later in the term, two Trail Eights. And there is to be cricket against Cambridge, and lawn tennis, possibly even a "track meet." And at Henley Cambridge and Oxford crews will meet as of old. Altogether, the Athletic Clubs have got going sooner than might have been feared; and, if only their finances can be put straight, all will soon be well. But Treasurers in these days carry troubled countenances.

As for Social and Literary Clubs, they too are coming into the light once more. The Union is very much alive. I note that on February 27 a motion was carried by 210 votes to 121—quite a pre-war vitality.

The O. U. D. S. has restarted, and we are promised a play for 1920. The Colonial Club has had several meetings; and the American Club will be in operation next term. The Musical Club and Musical Union are said to be amalgamating, and their future is secure.

I need hardly go further to convince you that the Oxford that you knew is coming to itself. We were told, often enough, that men would not return from the restless freedom of warfare to the routine and restraints of an "Academy"; that parents would be too poor to send their sons to a University of this type; that traditions were lost and, if recoverable at all, could be recovered only slowly and imperfectly. Hilary term has upset much of this pessimism. Men *are* returning: freshmen *are* coming up: traditions are *not* dead.

Not that it is all plain sailing. The future is uncertain, and there is no lack of problems—problems of teaching, of finances, of housing. The war has taken heavy toll of the teaching staff of the University. At least fifteen sons have lost their lives in action; others have passed away in the course of the war, or have left for teaching posts elsewhere, or are engaged in government work and (it is rumored) may not return. And no one has been trained to fill the gaps. There has been a clean break in the succession. And this has come just when we could wish to be at our strongest; just when it seems there may be a new and significant demand made upon us for the best that we can do. The next five years will be strenuous years, and anxious. Oxford teaching will survive the strain: but we shall need to have patience, and faith.

And finance, too, obtrudes its problems, equally pressing at the moment, and perhaps more abiding. The cost of living has increased by 50 per cent; and cannot be expected to return to pre-war levels. Can expenses be reduced to balance the increase in prices? If not—and he is a bold man who seriously hopes that they can—how is that going to affect undergraduates? And Dons? And how is the University, with diminished income, to meet increased demands, not only for teaching, but also for "plant"? Will it have to reconsider its policy of "splendid isolation," and come to terms with the Government?

And housing? Will numbers continue to grow? Or will increase

in the cost of living keep a check on them? If they are to grow, what are the limits of college expansion?

But you will be weary of questions to which I cannot pretend to offer an answer. I wish only to make it clear that, behind the inspiring vision of Oxford's reawakening, lie many unsolved problems.

Of academic legislation there has been little that would greatly interest you. The suggested modification of Responsions, which among other changes would make Greek optional, has not yet been carried. True, it has passed Congregation, and that by a two to one vote. But it has still to come before Convocation; and, until it has passed that larger and more conservative body, it is safer not to think too much about it, or to be too free with the word "reform."

Another proposal of interest to Americans is that embodied in a statute brought forward by Dr. Walker, the object of which is to make Senior Standing follow upon "an approved degree at an approved University," and, further, to free Senior Students from the existing obligation to show a "sufficient knowledge" of the Greek language before supplicating for the B. A. degree. The preamble of this statute passed Congregation without opposition. How it may fare in later stages remains to be seen.

There are rumors, too, of other changes, both in Pass and in Honor Schools; but so far things have not advanced much beyond talk. Sooner or later, however, concrete proposals will be made. Then the fun will begin. We shall have a brisk time of it before we are through with our "Reconstruction." In the meantime you can think of Oxford as once more a live place, and as already very much the Oxford that you knew.

I am writing in April. The chiff-chaff has arrived, and is singing in the parks; the chestnuts are just breaking into leaf; and the willows by the Cherwell are showing brown buds. It is impossible not to feel an answering hope.

## EDITORIALS

### RHODES TRUST STATEMENT FOR 1918

THE Statement for the year 1918 gives the names of twenty Rhodes Scholars who lost their lives in the war during the year, of whom nine were Americans. These, together with the men lost in 1917 and the death of Wyatt Rushton in February, bring the total American Roll of Honor up to twelve. The list of names will be found in another editorial.

The Statement gives the names of some twenty-eight Rhodes Scholars who received military distinction during the year, of whom all but one were Colonials, and gives a brief announcement of the plans for the resumption of competitions after the war as outlined more fully in other articles in this issue.

Commenting on the report, under date of March 7, the *Oxford Magazine* says:

"The appearance of the annual report of the Rhodes Trust reminds us what an asset the Rhodes Scholars are to the University. It is hard to think what it was like without them. Now that they all, 'Colonial' and American alike, have fought by our sides and the Scholars from Germany have been degraded from their ranks, it may well seem that Rhodes's task is done and that no more 'unification' is needed. Logic might commend that view. Oxford would deplore it. The Rhodes Scholars come now not as strangers whom we need learn to know, but as friends and brothers who enrich the life of Oxford.

"All the same, if the arrested flood of Rhodes Scholars were released in full spate, College rooms could not contain them, and the Controller of Lodging Houses, even he, might be at a loss. We are glad, therefore, to see that the flood is to be controlled. Only the Scholarships postponed from 1918 and 1919 will be filled this October. Those elected for 1918 will probably come into residence next January, and the 1919 Scholars will delay their advent until October, 1920. Further elections in 1920 will bring us a supply of Rhodes Scholars in January and in October, 1921. We bid them welcome and good luck."



## ROLL OF HONOR

THE names on the American Rhodes Scholar Roll of Honor are now as follows. Full notices of each man will be published in the War Service Record in October.

W. A. FLEET, '04 (Virginia and Magdalen).  
 H. L. J. WILLIAMS, '08 (Georgia and Christ Church).  
 W. J. BLAND, '10 (Ohio and Lincoln).  
 W. W. SANT, '14 (Ohio and Lincoln).  
 ROBERT WARREN, '14 (South Dakota and Queen's).  
 ELMER HOOVER VAN FLEET, '17 (Ohio and St. John's).  
 G. W. ANDERSON, '16 (Virginia and Christ Church).  
 T. H. EDSALL, '17 (Nevada and Merton).  
 C. F. HAWKINS, '14 (Massachusetts and Balliol).  
 L. JOHNS, '16 (Wisconsin and University).  
 A. H. MARSH, '05 (Nebraska and Keble).  
 W. RUSHTON, '16 (Alabama and Trinity).

## NUMBERS IN RESIDENCE AT OXFORD

THE *Oxford Magazine* of February 14th gives the total numbers in residence as 1,357 for the Winter term of this year as compared with 369 for the corresponding term of last year, and 3,097 for the corresponding term in 1914. The 1919 enrollment is distributed among the colleges as follows:

University . . . . .	46	Trinity . . . . .	61
Balliol . . . . .	147	St. John's . . . . .	72
Merton . . . . .	39	Jesus . . . . .	54
Exeter . . . . .	47	Wadham . . . . .	45
Oriel . . . . .	56	Pembroke . . . . .	19
Queen's . . . . .	77	Worcester . . . . .	25
New College . . . . .	126	Hertford . . . . .	26
Lincoln . . . . .	30	St. Edmund Hall . . . . .	38
All Souls . . . . .	3	Keble . . . . .	86
Magdalen . . . . .	6	Non-Collegiate . . . . .	89
Brasenose . . . . .	57	Campion Hall . . . . .	6
Corpus Christi . . . . .	32	St. Benet's Hall . . . . .	4
Christ Church . . . . .	126		

## RESUMPTION OF SPORTS

THE *Oxford Magazine* of March 14th gives an account of the trial sports held by the O. U. A. C. at Oxford the week before. There were over one hundred entrants, and the official schedule gave Trinity 45 points, Magdalen 42, St. John's 25, Balliol 20.

The same number gives an account of the Lent term races held by the O. U. B. C. In the finals Magdalen beat Balliol I in the Eights and Lincoln beat Merton in the Fours.

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## ECHOES OF THE BRITISH UNIVERSITIES MISSION

WE learn from the *Oxford Magazine* that Dr. E. M. Walker of Queen's has given two public lectures at Oxford on his impressions of America, of American universities, and the work of the Mission.

Professor Joly of Dublin published in April four articles in the *Christian Science Monitor* on subjects connected with the work of the Mission. Vice-Chancellor A. E. Shipley of Cambridge has published in the *English Country Life* and in the *American Scribner's* two selections from his diary of the trip.

We expect to publish reviews and quotations from these various articles, together with a paper by Dr. Shipley on Greek at Cambridge, in the July number of the *AMERICAN OXONIAN*. We also have for that number an article by Lieut. Beverley Nichols, Dr. Shipley's secretary, on his impressions of American Universities as compared with the English.

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## MR. WYLIE'S VISIT

RHODES SCHOLARS everywhere will be pleased to learn that Mr. Wylie is coming out to the United States the latter part of May to remain until the first of August to assist the Editor in arranging details connected with the resumption of competitions in October. It is impossible to say in advance which states Mr. Wylie will be able to visit, but he expects to be able to do a certain amount of traveling, and Rhodes Scholars in various localities will be notified in advance of his coming.

## DEATH OF PROFESSOR HENRY MORSE STEPHENS

WE regret to announce that Henry Morse Stephens, Balliol '77, Professor of History in the University of California, died suddenly on Wednesday, April 16, in San Francisco. In the twenty-five years that he had been in this country Professor Stephens had earned for himself a national reputation as an eminent historian and effective teacher.

Professor Stephens had for years done enthusiastic work for the Rhodes Scholarships in California, and to him is due a large share of credit for the high quality of the men who have been sent from that State. He had only a week or two before his death written us an enthusiastic letter about his plans for organizing the work this year.

The *New York Times* printed on April 17 the following notice of his death:

SAN FRANCISCO, Cal., April 16.—Professor Henry Morse Stephens, head of the Department of History of the University of California, educator and author, dropped dead at the Union Ferry Depot here today after attending the funeral of Mrs. Phoebe A. Hearst. He was active in war work and was called to Washington in connection with it.

Professor Stephens was born in Edinburgh, Scotland, October 3, 1857. He came to the United States in 1894 as professor of modern European and English history at Cornell University, where he remained until 1902.

From Cornell he went to the University of California, where for the first seven years he was, in addition to his work in the history department, Director of University Extension. Professor Stephens was one of the editors of the *American Historical Review* from 1895 to 1905, and in 1915 was president of the American Historical Association.

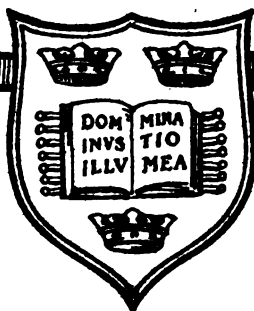
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THE University of California is now undertaking to raise a fund of \$330,000 for a memorial to Professor Henry Morse Stephens. Of this sum \$300,000 will be used to construct and equip the first unit of a Student Union on the campus of the University of California, the \$300,000 remaining will be used to endow a Traveling Fellowship in history. The Student Union will be the expression of Professor Stephens' belief in student comradeship and self-government, the Fellowship an expression of his devotion to historical research. The committee in charge expects to complete the sum by June 4 of this year.

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# THE AMERICAN OXONIAN

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THE OFFICIAL MAGAZINE OF THE ALUMNI ASSOCIATION OF AMERICAN RHODES SCHOLARS

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# THE AMERICAN OXONIAN

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JULY, 1919

No 3.

## RECONSTRUCTION IN OXFORD: LETTERS FROM THE MASTER OF BALLIOL

*NOTE: The following paragraphs are taken from two letters from the Master of Balliol to correspondents in the United States, the first dated Christmas Day, 1918, the second April 28th, 1919. They are printed with the permission of the persons to whom they were addressed, but lack of time has made it impossible to consult the author. We owe him our public apologies for this somewhat Elizabethan treatment of what he has written—a treatment only justified by the character of his subject and by the fact that we are transmitting his letters not to the general public but only to a wider circle of friends and lovers of Oxford on this side of the Atlantic.—EDITOR.*

BALLIOL COLLEGE, OXFORD, Christmas Day, 1918.

Dear ———:

Let us unite in thankfulness for the wonderful change at this first real Christmas since the dark days of December, 1914. In the words of Mr. A. J. Balfour, "The nightmare is over." We seem to be nearer to the vision of a world-peace than in all human history since that first Christmas of all when "No war nor battle's sound was heard the world around; the trumpet spake not to the armed throng." For with the signing of the treaties there will be enforced, if only through exhaustion on the part of the nations, some years at least in which, if mankind are ever to learn sense, the first steps may be built up towards some effective league of nations. In fact, the first step has already been built up by that union between us and America which has been justly called the greatest thing which has come out of this war.

Our College record stands thus: 921 have entered on Active Service, of whom 185 (Scholars and Exhibitioners, 62; Commoners, 123) have given their lives to the cause, and the wounded number 201.

The List of Distinctions gained is: Victoria Cross, 3; D. S. O., 24; D. S. C., 1; Military Cross, 106; Bar to Military Cross, 12; Air Force Cross, 3; Foreign Orders, etc., 30; D. C. M., 1; Mentioned in Despatches, 148.

There were 153 engaged on work for Government and on similar duties at home and abroad.

This is a wonderful record, and once more I offer to you the thanks of the College. Let us be thankful, above all, for those 185 who laid down their lives for us, for our country, and for the liberty of the world. This has been the sacrifice of the young, as the war itself has fallen heaviest on the young. They were those who in the ordinary course would have been now your comrades here, and the leaders in the manifold activities of the College. To them we owe so much that we cannot express it in words; but the memory of those splendid young lives and the hope of what they might have become binds us with a great obligation to the enormous task of restoration and reconstruction which now awaits us. If this task is rightly handled, our successors will be able to look back upon even the unexampled sacrifices of this war as almost repaid by the good that may prove to come from it. This task, too, a task perhaps as hard as the war itself, devolves mainly upon the young.

Last year I explained why I put in all these details; but from the number of answers received it was clear that they proved interesting to many. I will venture to repeat what I said in December, 1917; "It is not too much to say that the discovery that our own people in all classes still had the old spirit of the long war against Napoleon, and the reunion between us and our Transatlantic kinsmen in so great a cause, are the two chief events of these years. There is in them more than hope, there is sure promise; and do they not far outweigh the counting out of Russia, the collapse on the Italian frontier and all military disappointments? They make us thankful, and give us strength to endure. This winter will test endurance even in us at home; and what must it be for most of you? This is always in our thoughts."

\* \* \* \* \*

I will venture to quote to you the concluding sentences of our Report on Adult Education:

"For no one can doubt that we are at a turning point in our national history. A new era has come upon us. We cannot stand still. We cannot return to the old ways, the old abuses, the old stupidities. As with our international relations, so with the relations of classes and individuals inside our own nation, if they do not henceforth get better they must needs get worse, and that means moving towards an abyss. It is in our power to make the new era one of such progress as to repay

us even for the immeasurable cost, the price in lives lost, in manhood crippled and in homes desolated.

"Only by rising to the height of our enlarged vision of social duty can we do justice to the spirit generated in our people by the long effort of common aspiration and common suffering. To allow this spirit to die away unused would be a waste compared to which the material waste of the war would be a little thing; it would be a national sin, unpardonable in the eyes of our posterity. We stand at the bar of history for judgment, and we shall be judged by the use we make of this unique opportunity. It is unique in many ways, most of all in the fact that the public not only has its conscience aroused and its heart stirred, but also has its mind open and receptive of new ideas to an unprecedented degree.

"It is not the lack of goodwill that is to be feared. But goodwill without mental effort, without intelligent provision, is worse than ineffectual; it is a moral opiate. The real lack in our national history has been the lack of bold and clear thinking. We have been well-meaning, we have had good principles; where we have failed is in the courage and the foresight to carry out our principles into our corporate life.

"This corporate life itself has only been made visible and real to us (as on a fiery background) by the glow and illumination of the war. We have been made conscious that we are heirs to a majestic inheritance, and that we have corresponding obligations. We have awakened to the splendid qualities that were latent in our people, the rank and file of the common people who before this war were often adjudged to be decadent, to have lost their patriotism, their religious faith, and their response to leadership; we were even told they were physically degenerate. Now we see what potentialities lie in this people, and what a charge lies upon us to give to these powers free-play. There is stirring through the whole country a sense of the duty we owe to our children and to our grandchildren to save them not only from the repetition of such a world-war and from the burdens of a crushing militarism, but to save them also from the obvious peril of civil dissension at home. We owe it also to our own dead that they shall not have died in vain, but that their sacrifice shall prove to have created a better England for the future generation."

The record of these four-and-a-half years is enough to show what there was in the Public Schools and in the Colleges of our Universities.

We are deeply grateful to those who have helped to make this



record, and we feel that in all future ages of its history the conduct of the generations represented by these 1,074 members of Balliol will be a glory and an inspiration. Therefore in expressing this pride and gratitude on behalf of the College we are speaking in the name of something much greater than our own time, something more permanent.

BALLIOL COLLEGE, OXFORD, 28th April, 1919.

Dear ———:

I certainly remember you, though I do not know if I saw you now that I should identify you,—not even if you came in rowing attire. You must be having interesting work at the Embassy, and I have no doubt that you are helping to advance the great cause of a better understanding between us and the U. S. A.

(1) The following figures, which have been given to me by the Assistant Registrar, will give you some bare facts about the part played by Oxford University in the war:

*Roll of Service*

Number serving . . . . .	12,000 (approximately)
Killed . . . . .	2,394
Missing . . . . .	109

The Cambridge figures, I expect, would be much about the same. The total number of students and younger graduates of Oxford at any one time would be about 3,700.

The interesting thing was the way in which, as a matter of course, everyone went out at once,—without any fuss, or discussions, or resolutions, or anything. The student life dwindled to a thread; *e. g.*, in Balliol, from 200 we sank in the second year of the war to 25, all men disqualified from service. Those of the teachers who were too old for active service went into Government work of different kinds; *e. g.*, of our small College staff of 15, 5 were on active service abroad, 8 in various Government offices, and only 2 were left in residence to “carry on.” The conditions were similar in all the forty Colleges of Oxford and Cambridge. The importance of the response of these two older Universities was that it filled up the gap between the destruction of the old Regular Army in the fighting of August and September, 1914, and the coming forward of the newly trained Territorials in the spring of 1915. Most of the University men had before the war received some training in the Officers’ Training Corps, and by October and November 1914, had begun to take part in the training of Kitchener’s First Army.

This immediate response to the call of the country and the personal courage and devotion of these young men were a complete and decisive answer to any "class" jealousy or feeling that the workers were being made to bear the brunt. Such suspicions were occasionally expressed in meetings, but always repudiated by the mass of the audience, of whatever class.

(2) As to the second question, with regard to the position and plans of the Universities during the period of reconstruction, it is rather hard to write actual current history,—but here are some facts.

We doubted how many of the men, after the interruption and the total change of interests, would want to come back. We are finding that practically every man who possibly can is applying to be taken back, at any rate for Shortened Courses (lasting on an average one-and-two-thirds years), and already the Colleges are overfull. Thus, in our own College we aim at keeping the maximum below 200; but we have already 240 men this term, and 270 down for next term.

The general tone and character of these men is remarkably high, and in consequence the air and spirit about the place is such that we can only regret the probability that much of this will necessarily evaporate. There is quite as much life and cheerful activity as before the war, but more friendliness and solidarity, and a great deal more seriousness of purpose. We have made a remarkable discovery. Everyone knew that the general effect of the military training and service was a physical improvement in students, and a marked improvement in strength of character; but what has been surprising is to find that they have even gained intellectually what they have actually lost in book-knowledge and by getting a little "rusty," *e. g.*, as to Greek and Latin inflexions, or historical dates. They have more than made up for this by the power of coming to the point, and by a certain sense of reality about their work,—all of which shows that our previous University education was far too bookish and abstract in type, and neglected too much the intellectual effect of beginning things at the practical and concrete end. These returned men are not only keener to work, but they work with more swiftness and directness than before they went out; for as one of them said, "You had to do a lot of thinking in the trenches, or else your number was soon up."

The University has made a great many concessions for the men who have been on service, concessions which have been more than justified by the discovery which I have referred to: *e. g.*, to get an Oxford degree required nine terms' residence, and the passing of

Entrance, Intermediate, and Final (generally taken in Honors in some one subject such as Classics, History, Natural Science, Theology, Law, etc.) examinations. Men who have been serving are allowed to count their service as excusing from half the residence formerly required, and in some cases from all examinations except the Final, and in others from the Final Examination. These concessions will enable the majority of them to take their degree and to go out into the professions, etc., only a year or two later than would have been the case but for the war. In character and in general intellectual development they will be better men than they would have been under normal conditions, and in intellectual equipment of knowledge hardly, if at all, inferior.

There are many plans for an increase in the number of "Schools," i. e., the main subjects studied; for instance, a School of Agriculture, a School of Forestry, a School of Engineering, etc., have been added, and provision has been made for the expansion and better development of the teaching of Modern Languages, and in the various branches of Natural Science. There are also plans for the reduction of expenses for students, for the provision of pecuniary assistance for those in need of it, and generally for more organization and efficiency all round,—even the heavy taxation having an effect in this direction not altogether bad. There are also plans for a great development of post-graduate work, and the new D. Phil. degree will, it is hoped, do all that the German Ph. D. professed to do,—but do it in a less "wooden" way.

We have been very glad this term to receive a large contingent of young Americans on their way back to their own country from military service. They are allowed to put in a term's work here which shall count as equivalent time in their own Universities if desired; but some are taking a two months' course here just on the way to business careers. They are about 150 in number, and are divided out among the various Colleges. We have eight, a very fine lot of men, who have already made a most favorable impression on the other students here. It is very pleasant to have them, and they express themselves delighted with the life; for, after all, there is nothing quite to equal the interests and the intimacies of life in an Oxford or a Cambridge College, especially during the summer term; and with their sociability and *savoir faire* and alertness of mind, they make the best of it.

With good wishes,

Yours sincerely,

(Sgd.) A. L. SMITH.

## GREEK AT CAMBRIDGE

BY A. E. SHIPLEY, F. R. S., LL. D., D. SC., VICE-CHANCELLOR OF  
THE UNIVERSITY OF CAMBRIDGE AND MASTER OF CHRIST'S COLLEGE

THE capture of Constantinople in 1453 and the break-up of the Byzantine Empire scattered a number of Greek scholars throughout the western world. As was natural, most of them went to the renowned universities of Italy then leading the world in art, literature and science. These Greeks, it was, who taught scholars from all nations; for in the fifteenth and sixteenth centuries it needed no organization to bring about exchange of professors or of students. They exchanged themselves. One of these wandering scholars, Desiderius Erasmus, who began life as a chorister at Utrecht, and after many vicissitudes became the most learned man in Europe, settled in Cambridge in the year 1510. As is well known he was the illegitimate son of one Gerard, and the Christian name he adopted is regarded as the Latin equivalent for the Dutch word Gerard, whilst Erasmus signifies the same in the Grecian tongue. To his great stock of learning—both sacred and profane—was added a genius for eloquence enlightened by wit and humor. He wrote many works—all of them in Latin; and one of his greatest claims to fame was that he first of all edited and published the New Testament in the original Greek. As Hallam says: "In extent of learning no one perhaps was altogether his equal." With the advent of Erasmus at Queens' College Greek became a practical proposition in the University of Cambridge.

At the beginning of the sixteenth century Cambridge was far other than it is today. Narrow as the streets are now, they were still narrower then. Christ's College had just been completed and structurally was at that time the largest College in the University. One has to use one's imagination to think of Cambridge without King's College, without St. John's College, and without Trinity College as we know them now. King's had but its old court and a partially built chapel; St. John's was a hospital; Trinity a congeries of small hostels out of which has been compacted the largest College in the University. Even as regards numbers Christ's was probably at that time as big, if not bigger, in the number of its students than any of the then existing houses; the position—which it achieved again in the autumn term of 1918—is one which, owing to its inadequate endowment, it could not

be expected to maintain. Queens' College had recently been completed, and hither came Erasmus. As Fuller tells us:

"Queens' College accounteth it no small credit thereunto, that Erasmus (who no doubt might have picked and chose what house he pleased) preferred this for the place of his study, for some years, in Cambridge. Either invited thither with the fame of the learning and love of his friend Bishop Fisher, then master thereof, or allured with the situation of this college so near the river (as Rotterdam his native place to the sea) with pleasant walks thereabouts."

And again

"About this time Erasmus came first to Cambridge (coming and going for seven years together), having his abode in Queens' College, where a study on the top of the southwest tower in the old court still retaineth his name. Here his labor in mounting so many stairs (done perchance on purpose to exercise his body, and prevent corpulency) was recompensed with a pleasant prospect round about him. He often complained of the college ale, '*cervisia, hujus loci, mihi nullo modo placet*,' as raw, small, and windy; whereby it appears, (1) ale in that age was the constant beverage of all the colleges, before the innovation of beer (the child of hops) was brought into England. (2) Queens' College *cervisia* was not '*vis cereris*,' but '*ceres vitiat*.' In my time (when I was a member of that house) scholars continued Erasmus's complaint, whilst the brewers (having it seems prescription on their side for long time) little amended it.

"The best was, Erasmus had his lagena or flagon of wine (recruited weekly from his friends at London) which he drank sometimes singly by itself, and sometimes encouraged his faint ale with the mixture thereof.

"He was public Greek professor, and first read the grammar of Chrysoloras to a thin auditory, whose number increased when he began the grammar of Theodorus. Then took he (by grace freely granted him) the degree of Bachelor in Divinity, such his commendable modesty, though over deserving a doctorship, to desire no more as yet, because the main of his studies were most resident on humanity. Here he wrote a small tract, '*de Conscribendis Epistolis*,' set forth by Sibert, printer to the University. Some years after he took upon him the divinity professor's place (understand it the Lady Margaret's) invited thereunto, not with the salary so small in itself, but with desire and hope to do good in the employment."

One cannot assert that no one was studying Greek before the arrival

of Erasmus, but the entire absence of Greek authors in the libraries of the University and the Colleges is notable, at a time when mediæval history was drawing to a close. There is no doubt that the revival of Greek even in the fifteenth century met with much opposition. In the minds of many the language was associated with heresy, and it took almost as much trouble to get Greek into the University of Cambridge at the beginning of the sixteenth century as it has done to get its compulsory application to all sorts and conditions of men out of the University at the beginning of the twentieth century. It was, as we have said, a suspect language; Reuchlen tells us that "when he first dared to apply his knowledge of Greek to a text of Aristotle at Basle he was vehemently assailed by the seniors of the University who declared that to give instruction in the notions of schismatic Greeks was contrary to the faith, and an idea only to be scouted." Part of the trouble, of course, was due to the antipathy between the Western and Eastern Churches; and Oxford which is apt to lag a little behind its sister University—though there are times when it is far ahead of it—repulsed the new learning, as it was then called, with an even greater ardor and success than did its "opposite number" on the banks of the Cam.

Cambridge was at that time ruled by a Chancellor whose tenure of office had been made, for the first time in history, permanent during his life-time. John Fisher, Bishop of Rochester, and Martyr, was in advance of his time. He it was who inspired that very modern-minded Lady Margaret, mother of Henry VII, to found her college of Christ's, and to leave at her death an endowment for the sister-college of St. John's. Christ's was nothing if not progressive; under the guidance of Fisher it welcomed the "new learning" and was the first to have lectures in what was then regarded as a very modern subject. Fisher was Master of Queens' College, and his enlightened attitude towards Greek and his position at Queens' undoubtedly had much to do with the fact that Erasmus came to Cambridge and settled at Queens' College.

"England hath two most noble Universities, Cambridge and Oxford; in both of these the Greek tongue is taught, but in Cambridge quietly, because John Fisher, Bishop of Rochester, sits governor of the school, not only for his learning's sake but for his divine life. But when a certain young man at Oxford not meanly learned did happily enough profess the Greek tongue there, a barbarous fellow in a popular sermon began to rail against the Greek tongue with great and heinous

revilings. And in another place, by the wisdom of Thomas, Cardinal of York, the school of Oxford shall be adorned not only with all kinds of tongues and learning, but also with such manners which become the best studies. For the University of Cambridge long ago doth flourish with all ornaments, John, Bishop of Rochester being the Chancellor thereof."

Whilst Erasmus could talk, write and read Latin and Greek he had no English, and his sensitive ears were shocked by the uncouth Latin-ity of his Cambridge colleagues and their strange pronunciation. Amongst his friends here was Henry Bullock, a member of his own College, who helped to carry on the Greek tradition; and he, indeed, helped to tide over the anxious interval between the departure of Erasmus and the advent of Richard Croke who studied at Oxford under Grocyn and lectured in many foreign Universities. Croke was the first to hold the office of Public Orator, established in 1522. Another pupil was William Gonell, one of Wolsey's household; and a third, John Bryan, who, according to Erasmus, was not only "doctissimus" but "carissimus," was much criticized in the University for asserting the preëminence of Aristotle as a humanist as opposed to the traditional Aristotle of the schoolmen. Still another was Robert Aldrich.

"Another fellow on the same foundation—a youth who had but just donned his bachelor's hood—was Robert Aldrich, the *juvenis blandæ cujusdam eloquentiæ*, who accompanied Erasmus on his famed expedition to Walsingham, to interpret for him on the journey, to quiz the guardian of the relics, and to make fun over the 'Virgin's milk'; who lived, however, to become bishop of Carlisle, to sit in solemn judgment on the rites and ceremonies of the Church, and to be a commissioner against heretics in Queen Mary's reign. There was also one John Watson, fellow of Peterhouse, a select preacher before the University, and afterwards master of Christ's College; scarcely it would seem so friendly to the new learning as might be desired, for Erasmus rallies him as a Scotist, but to whom he was attracted by the fact that he had travelled in Italy, and numbered among his friends there some with whom Erasmus was also well acquainted."

The first formal recognition of Greek in Cambridge was the institution of a public lectureship in which the lecturer was required not only "to be one known for his virtues and his rectitude of life," but he must also be willing "to lecture purely, sincerely, and without carnal affection or any other unjust regard." The first lecturer was

one John Cheke who, on the foundation of the Regius Professorship in 1540, was appointed to the Greek chair. Cheke was a man of erudition and had lectured at Louvain and Strassburg and other foreign universities. He was for a time tutor to the King and held many appointments of sound emolument; but having somewhat reluctantly acquiesced in the accession of Lady Jane Grey, he fell into disgrace and was committed to the Tower. After a time he was permitted to reside abroad, but over-staying his leave he was seized by order of King Philip and recommitted to the Tower. Here under threat of death he became reconciled with the Church of Rome and was set at liberty, only to pine away with shame and regret for his apostacy. With Cheke the teaching of Greek was formally established in the University, and it is remarkable to note that the professorship in Greek was established 330 years before a professorship was established in Latin.

Amongst the more outstanding successors to Cheke were Ralph Woodridge, Fellow of Christ's and later Lady Margaret's Professor of Divinity, Isaac Barrow, better known, however, as a mathematician and theologian, of whom Charles II said he was an unfair preacher because he exhausted every topic and left no room for anything new to be said by anyone who came after him. Richard Porson who resided for the most part in London; and in our own time Dr. W. H. Thompson, Master of Trinity; Dr. B. H. Kennedy, previously headmaster of Shrewsbury; Sir Richard Jebb; and the present holder of the chair, Dr. H. Jackson, who celebrated his eightieth birthday early in March, this year.

The mediaeval curriculum of the University fell into two parts: the so-called *trivium*, Latin Grammar, Logic and Rhetoric, which the student was supposed to take during his first three years of residence. At the end of this term, after a public disputation with the Respondent he proceeded to his B. A. degree. He was then qualified to pass on to the *quadrivium*, Arithmetic, Geometry (which included Geography) Music and Astronomy, but he was not tested in public on his knowledge of these subjects; he proceeded to his Master's degree on the declaration of his teachers that he had studied the above-mentioned subjects.

With the arrival of Erasmus and the introduction of Greek, the *trivium* and *quadrivium* began to disappear. The mediaeval system may, indeed, be said to have come to an end in 1535 when royal injunctions forbade the teaching of the "frivolous questions and obscure



glosses" of the schoolmen, and in their place introduced the study of Classics, the Bible, and of such Science as then existed. Fourteen years later Mathematics, Dialectics, Greek and Philosophy became necessary for the Senior degree.

The examinations seem to have been always oral, and generally took the form of a disputation, or what we should probably call a *visa voce* examination, against various opponents. Gradually the requirements of examination for the M. A. degree disappeared, and the only examination, such as it was, was enforced for the B. A. From 1570 to 1650—when it was replaced by the Philosophy of Bacon and Descartes—the Logic and Critical Philosophy of Peter Ramus was dominant; and by the beginning of the eighteenth century the former gave way to the Philosophy of Locke. Mathematics had been reduced by the statute of 1570 to the second rank, but now under Newton's influence, it became the leading study of Cambridge. Finally in 1750 it became the sole subject for public examination.

Towards the end of the eighteenth century lists were drawn up of those who had passed, the candidates being divided into three classes: Wranglers, Senior Optimes and Junior Optimes, and the Pollmen, and it was one of the perquisites of the Vice-Chancellor, the Senior Regent and each Proctor to place one candidate wherever he liked in the list: this right existed until 1827. The Mathematical Tripos is usually dated from 1748, for from that time the lists were printed and distributed. The Disputations, however, still lingered, but they had been reduced to a comedy, the opponents and respondents meeting together beforehand and arranging their arguments—holding in fact a dress-rehearsal. The Moderators or Examiners in 1840 brought this comedy to an end. In 1850 the only avenue to a degree was through the Mathematical Tripos, and although, twenty-five years before, the Classical Tripos had been established, no candidate was admitted to these sacred portals unless he had at least attained the rank of a Junior Optime. I think I have seen it stated somewhere, however, that sons of peers were exempt from this restriction, and it is quite possible they needed this exemption.

The first Classical Tripos had but 17 names classed; that of the last normal year, 1914, had 120 successful candidates in Part I. Classics, indeed, has steadily increased and, before the War began, shared with Natural Science and History the largest lists of any honors examination.

All this time Greek was being taught in many if not in most of the

Colleges, but its existence as a compulsory subject dates only back to the year 1822, when the following proposals received the sanction of the University:

"The following Proposals for the Institution of a previous Examination are submitted to the Consideration of the Senate.

"1. That there shall be, every year, a Public Examination in the Senate-House, in the last week of the Lent Term. . . .

"3. That the Subjects of Examination shall be one of the four Gospels or the Acts of the Apostles in the original Greek, Paley's Evidences of Christianity, one of the Greek and one of the Latin Classics.

"4. That the appointment of the particular Subject in the New Testament, and in regard to the two last-mentioned Subjects, the appointment both of the Authors and of the portions of their works which it may be expedient to select, shall rest with the Vice-Chancellor for the time being, the three Regii Professors of Divinity, Civil Law and Physics, the Regius Professor of Greek, and the Public Orator.

"7. That the first of these proposed annual Examinations shall take place in the Lent Term of 1824.

March 8, 1822.

"A Grace to confirm the foregoing Regulations will be offered to the Senate at the Congregation appointed for March 13, 1822."

"It Pass'd."

For some forty-five years the Previous Examination seemed to proceed on the even tenor of its way without much criticism. But in 1870 Lord Lyttelton published a letter in the *Cambridge University Reporter* drawing attention to the fact that Greek as compared to Latin "is the object of greater dislike to parents"—apparently parents in those days loathed both languages. As a result of this letter a Syndicate was appointed consisting of many eminent classical professors and a few others. With the exception of the eminent Physicist, Sir George Stokes, the Syndicate unanimously reported in favor of French and German being alternatives to Greek; the proposal, however, was lost by 51 votes to 48 in the Senate. It would take too long and be too tedious to record the successive attempts which took place every five years or so to provide some means "whereby Candidates for an Honor Degree may be relieved from the obligation of passing an Examination in Greek," at Cambridge.

Certainly one of the most important of these efforts was made in the year 1905 when a campaign arose which started up "throughout the country a degree of interest in University education to which in living memory there has been no parallel." A very large vote was

taken on this occasion, 1,557 Non-Placets to 1,055 Placets. The discussion on this Report had been extraordinarily keen and interesting; we have only space to quote one speaker—the late Professor Maitland, Downing Professor of the Laws of England, a man whose high erudition and distinction of style aroused even more enthusiasm and veneration in Oxford and in the Harvard Law School than in his native University, and that is saying a great deal.

He told us: “He never learnt Greek, but one thing he did learn, namely, to hate Greek and its alphabet, and its accents, and its accidence, and its syntax, and its prosody and all its appurtenances; to long for the day when he would be allowed to learn something else; to vow that if ever he got rid of that accursed thing, never, never, again would he open a Greek book or write a Greek word; and strongly to suspect that those of his fellows who professed to find pleasure or profit in that detestable jargon were no better than imposters.” And yet Maitland had a classical education as a school-boy at Eton.

I remember Dr. Maitland once saying to me: “The happiest moment in my life was when I discovered *τύπτω* was a put-up job. Nobody ever said *τέτυμμαι*.”

But War alters all things. In 1914 a scheme was drawn up but not presented to the Senate till after the Armistice. The Syndicate formally reported on November 30th, nineteen days after the Armistice had been signed, and on January 17th of this year compulsory Greek in the Previous Examination was abolished by 161 votes to 15. It died “unwept, unhallowed and unsung.”

## REPORT OF THE BRITISH EDUCATIONAL MISSION

THE British Educational Mission, which visited the United States last autumn, has just issued a very interesting report on its trip. The first section contains a detailed account of the route taken by the Mission with various institutions and meetings attended. The second section records the general impressions of the Mission concerning the great size and rapid growth of American Educational Institutions, the excellence of their equipment, and the growing importance of the State Universities. It explains also the position of the college in American education, so likely to be misunderstood in England owing to the different use there made of that term. The third section, suggesting ways of promoting the objects of the Mission, we reprint entire.

### III. SUGGESTED WAYS OF PROMOTING THE OBJECTS OF THE MISSION

On the assumption that there will be in the immediate future a considerable flow of Students and Teachers across the Atlantic in both directions, many interesting suggestions arose out of our Conferences and informal discussions, or have been put forward by members of the Mission and by others.

The following is a brief summary of some of the more important of these:

1. It has been suggested that a Committee will be required in Great Britain to collect and disseminate information, to make inquiries, to be consulted on general questions, and to co-operate with organisations in America such as the Bureau of Education, the new National Council on Education, or the proposed International Institute of Education.
2. Any Committee instituted for this purpose should be appointed by the British Universities, and should be representative of them. It might, however, include some person or persons representing American Education or the American Universities. There should be a central office with an adequately paid Secretary or Director to deal with such international matters.
3. There might also be an Anglo-American Association which should represent the Universities and Colleges in the United States, Canada, and Great Britain, and perform functions analogous to those of the British Committee.
4. There is also need for a year-book of Universities in Great Britain and America; an International Journal giving information about exchange students, discussing new methods of making the educational institutions of America and Britain even more effective as means of mutual understanding for the purposes of permanent peace.
5. An American Mission, similar to the British Mission should be invited to visit Great Britain.

6. Visits of teachers and persons concerned with Education should be organized from time to time between the two countries. There should also be visits of persons representing Student Clubs and Societies and Sports; also of distinguished authorities, *e. g.*, in Engineering, Commerce, and Professional subjects, not necessarily connected with Universities, in the interests of Education and closer intellectual relations.
7. Summer courses should be instituted in British Universities for American Students, and should be as well advertised in American Universities as are the French University courses. University information of all sorts should be liberally circulated between the two countries. Information about lectures and courses should be sent at least four months before the beginning of the session.
8. Short Clinical Courses such as used to be given in Germany should be instituted.
9. The interchange of students and teachers should include (1) undergraduates; (2) graduates taking part of their course abroad who may desire to attend British honors courses or seek higher degrees (M. A., M. Sc., Ph. D., etc.); (3) graduates who come for advanced study and research with a view to degrees in their own country or for other purposes; (4) young teachers and demonstrators; and (5) professors of established reputation.  
Students should have complete freedom of choice of University. The visiting student should be selected by the University which sends him, the visiting professor should be invited by the University which receives him.
10. Exchange Professors should be instructed to make a special study of matters that relate to the interchange of students and teachers.
11. Inquiries should be made as to which existing Scholarships and Fellowships can be used for travelling purposes under the proposed scheme.
12. Many more travelling Scholarships should be founded without delay. With this object the Government might furnish funds, for the purposes are national; appeals might be made for private benefactions; memorials raised to those who have fallen in the War should take the form of Scholarships not less than of buildings, and old members of the Universities, including the Fraternities and Sororities in America, should take action in this matter.
13. The Government might very materially assist the efforts of Universities or private donors to found such Scholarships if the passage out and back across the Atlantic were borne by the State either wholly or in part.
14. Fellows of Colleges, Assistant Professors, Lecturers, and other young teachers from British Universities will be welcomed in America, and part-time teaching posts can be instituted for them. Similar arrangements might be made in Britain for young American teachers. All alike should be expected to carry on research and advanced study side by side with their teaching.<sup>1</sup>
15. British Universities must be willing to accept students who will be somewhat ill-prepared as compared with their own Honors Students. Such students will probably prove to be first-rate material, and they will have little difficulty in adapting themselves to our system.

<sup>1</sup>It may here be mentioned that, in our opinion, many of the junior teachers in American Universities and Colleges are poorly paid, especially when regard is had to the large endowments and the large sums spent on buildings and equipment.

16. Lectureships on American History and Institutions should be established in British Universities.
17. Immediate steps should be taken to receive into British Universities students and teachers from the American Army now in Europe. Short courses to be conducted by such teachers might also be established.
18. It has been suggested that a mutual system of editorials might be developed in the two countries to aid in the spread of information and better understanding.

The fourth section is devoted to differences between American and British Universities in administration, conditions of admission, and in the rôle played by the college. This part of the report is omitted as containing material already familiar to American readers. The fifth and last section containing the recommendations of the Mission we reprint entire.

#### V. RECOMMENDATIONS

The recommendations which we are led to make as the result of our visit fall into two groups: (1) those which involve immediate action and can only be dealt with by the Government, and (2) those which concern the Universities more directly and require combined action on their part.

##### *1. Recommendations to H. M. Government*

(a) We venture to suggest that the members of this Mission be constituted a temporary consultative body to advise the Government and the Universities on matters concerning the relations between British and American Universities and other educational institutions. We are disposed to think that the experience which we have gained, and the personal relations which we have established may be of service until some permanent and more effective organization can be constituted.<sup>1</sup>

(b) We recommend that steps be taken to invite an American Educational Mission to visit this country after September, 1919, with the object of promoting closer relations between the Universities of the two countries.

(c) We recommend that the Universities be invited to establish without delay a Committee for the purpose of maintaining closer relations between the Universities of the two countries and of facilitating the interchange of students and teachers, and that a grant be made from public funds to meet the administrative expenses of this Committee.

(d) We recommend that arrangements be made for receiving teachers and students from the American Army into British Universities during the period of demobilization.

(e) In view of the numerous inquiries that we have received, we recommend that copies of the Education Act, the Report of the Committee on the Place of Natural Science, the Report of the Committee on the Place of Modern Languages, the Whitley Report, and the Report of the Committee on Adult Education, be liberally distributed to American Universities and Colleges.

<sup>1</sup> We suggest that Sir Henry Miers be requested to continue, as Chairman of this body, the services which he has rendered to the Mission, and to act on its behalf in all communications with the Government and the Universities.

(f) We recommend that the Board of Education be invited to distribute educational information far more liberally than heretofore in the United States of America, including the statements suggested below concerning the admission of graduate students.

## *2. Recommendations to the Universities of Great Britain and Ireland*

Apart from steps to be taken which require combined action by the Universities, and which may, therefore, involve the creation of new machinery, we feel that there is one matter in which immediate action should be taken by individual Universities. We found everywhere a real desire to encourage American graduates to proceed to British Universities, and at the same time we found a very widely prevailing ignorance of the conditions under which they can be admitted. It was very generally believed that many of the obstacles which existed twenty or thirty years ago still stand in the way of the graduate student, and that they exist in all British Universities alike. This misunderstanding is mainly due to the absence of authentic information.

We think it most desirable that each University should, without delay, prepare a brief statement showing the exact conditions under which foreign graduate students are admitted. Any such pamphlet should, we think, be confined to what concerns the foreign graduate, and not be complicated by other information which can be found in the University Calendar.

We think that if the Universities can agree to admit without further test graduates from approved American Universities, Colleges, and Institutions, who show evidence that they are qualified to pursue the course of study proposed, much would be done to encourage the interchange of students. It has been frequently pointed out to us that many graduate students, who, under the conditions prevailing before the War, would have gone to Germany, will now be anxious to come to British Universities, and that they require no special endowments or new organizations, but only need to be assured that the doors of the British Universities are open to them. Under such an undertaking each University would be free to decide which American institutions to approve, to determine whether the applicant is properly qualified, and to decide the course which is appropriate to him. We would, however, recommend that the list of institutions accepted by the Association of American Universities be adopted by British Universities as a list of approved institutions.

We are taking upon ourselves to communicate this advice directly, and at once, to the Universities of Great Britain and Ireland, and we are recommending them to send, in the first instance, to the Bureau of Education at Washington, D. C., any literature which they wish to be distributed to American Institutions.

As regards future action calculated to promote closer relations between the Universities of the two countries, and in consequence also a better understanding between the two nations, we feel that this can be secured most effectively by the systematic interchange of teachers and students, that is to say, not only by the migration of Americans to Great Britain but also by the migration of British students and teachers to the Universities and Colleges of America. In this opinion, as stated above, we are supported by the agreement of all the Teachers and Presidents whom we consulted, and of all the Conferences which we attended. Everywhere the desire was expressed that, while no attempt should be made to carry out anything like a man for man exchange, the frequent and constant interchange in both directions should be promoted in every way.

We believe that many of our students and teachers have as much to gain by visiting

American Universities and Colleges as Americans can gain by visiting the British Institutions, and, in particular, we feel that the Legal and Medical Schools of the American Universities and the Departments of Technology and Applied Science would prove a great attraction to British graduates if the facilities which they offer were more fully understood.

The difference, as well as the affinity of the social and political experience of the two peoples, and the urgency of the problems, social, intellectual, and political, connected therewith, add special value to the interchange of teachers and students in these subjects.

It was generally agreed that this interchange should include both teachers and students: among students, both (1) graduate and (2) undergraduate; among teachers, both (3) lecturers or demonstrators and (4) professors.

The chief recommendation therefore which we have to make in this report is that provision be made as soon as possible for the systematic interchange of students and teachers.

For this purpose the British Universities should, in our opinion, appoint a Committee authorized to act on their behalf in the following particulars: To collect and distribute information both in Britain and America concerning the facilities for exchange in the various Universities and Colleges; the students or teachers whom it is desired to send from, or to receive into, individual institutions, and the stipends offered; the costs and conditions of living; to seek funds for the endowment of the scheme of interchange; and to arouse interest in proposals to establish traveling Scholarships. This Committee should be a permanent and representative body, and should be authorized to deal with any corresponding body constituted in America; and, with its assistance and co-operation, to put Universities and Colleges into direct contact with each other. It should have an adequately paid Director or Secretary, and a grant for its administrative expenses should be sought from the Government. Among the members of the Committee should be one or more persons representing the American Universities and Colleges, or the corresponding American Committees.

Though appointed in the first instance to deal with questions concerning American Institutions, the Committee might at a later stage have its functions widened so as to include similar work for other countries.

Nothing in the duties allotted to such a Committee should interfere with the complete right of each University to make its own arrangements in all that relates to the interchange of students and teachers, or to its negotiations with other Universities.

We believe that it will be found possible to arrange for the interchange of undergraduates, graduates, whether working for British degrees or not, young teachers, and professors.

We think that in such an interchange, especially of the younger men and women, is to be found the most powerful aid towards a closer relationship and a better understanding between the two countries.

One of the first duties of such an organising and advisory Committee as is here contemplated would be the issue of a handbook giving all the necessary information for foreign students desirous of entering British Universities. Such a handbook might, in the first instance, be formed by bringing into a single volume the small pamphlets which, as suggested above, the various Universities might prepare for distribution; but it would probably require editing for this purpose. It has been frequently suggested to us that a volume similar to that entitled "Science and Learning in France," which



was prepared in 1917 by a number of American scholars, would serve a very useful purpose.

Among other steps that might be taken by the Universities in furtherance of the object for which we plead are (1) the endowment of traveling Scholarships, (2) the institution of part-time Lectureships available for Americans pursuing advanced work in Britain, (3) the granting of periodical leave of absence, with half or whole pay, to their own younger teachers, to enable them to take up similar appointments in American Universities and Colleges.

J. JOLY.

HENRY JONES.

HENRY A. MIERS (*Chairman*).

A. E. SHIPLEY.

CAROLINE F. E. SPURGEON.

E. M. WALKER.

*February, 1919.*

*Notes.*—We have derived much information from Bulletin 1915, No. 27, issued by the United States Bureau of Education in 1915: "Opportunities for Foreign Students at Colleges and Universities in the United States," by S. P. Capen. This Bulletin should be in the hands of all who are interested in American Education.

## EDITORIALS

### AN INSTITUTE OF INTERNATIONAL EDUCATION

WE have just received a formal announcement of the opening of the Institute of International Education with offices at 421 West 117th Street, New York City, in charge of Dr. Stephen P. Duggan, Director. The announcement gives the following account of the organization of the Institute:

"The outbreak of the Great War made plain the fact that even intelligent Americans were comparatively unfamiliar with international affairs. The isolation of America and the concentration of its citizens upon the development of a new country prevented the spread of knowledge of other peoples, their problems and difficulties. It is impossible to understand other peoples and to appreciate properly their worth without correct information concerning their life, institutions, and culture. In order to develop mutually helpful relations between the United States and foreign countries through educational agencies, the Institute of International Education was recently founded in New York with sufficient funds to guarantee its permanency and ability to carry out its purposes.

"The need of a central clearing house of information in the field of education became more and more manifest during the war when inquiries of all kinds came from the Allied countries concerning the organization and administration of our schools and colleges, the nature of our degrees, our provision for scholarships and fellowships, the possibility of placing foreign students in our institutions, and so forth. On the other hand, representatives of those countries were equally anxious to have various aspects of their educational systems and institutions known in the United States with a view to securing a larger attendance of American students and teachers at these institutions. No existing organization was equipped to answer the numerous personal inquiries sent from near and far, to harmonize conflicting projects of international exchange and to bring institutions, societies, and individuals of various types throughout the country into fruitful co-operation for a common cause.

"When the United States entered the war, the American Council on Education was formed to consider measures whereby the educational institutions of the country could best serve the government.

The Council established a Committee on International Educational Relations to meet the needs mentioned in the preceding paragraph. The Committee soon came to the conclusion that its objects could best be realized by a central bureau of information which would be a clearing house in this country for international relations in education. The result was the establishment of the Institute of International Education."

The purposes of the Institute are:

1. The preparation and dissemination of information concerning institutions, types of training, graduate instruction, and individual courses in the United States.
2. The tabulation of fellowships, scholarships, and other financial aids to students.
3. The interchange of professors and other intellectual leaders.
4. Entertainment of foreign missions.
5. Rendering aid to scholarship by promoting international co-operation.
6. Serving also as a rendezvous for foreign students and professors upon their arrival in this country, and for American professors and students before their departure to foreign countries.
7. Co-operating with other agencies to disseminate correct information about foreign peoples.

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#### A BRITISH COMMITTEE ON ANGLO-AMERICAN ACADEMIC RELATIONS

SINCE the report of the British Mission was printed we hear from Dr. Walker of Queen's College that plans are progressing rapidly for the organization of a central committee to conduct arrangements for American students who wish to study in the English Universities, and in general to deal with academic relations between our two countries. We are informed that the British Government has given a grant for the acquisition of suitable premises for the office of the committee and that the various British Universities are to be asked to contribute towards its annual expenses. It is expected that the organization will be in working order by autumn. We hear already from Oxford of a number of English students who are thinking of coming out to American Universities for post-graduate courses.

## AMERICAN SOLDIERS AT OXFORD AND CAMBRIDGE

THE Educational Department of the American Army sent two hundred American soldier students to the University of Cambridge and one hundred fifty to the University of Oxford for the summer term of this year. Brief notices in the *Oxford Magazine* and the *London Times* indicate that the men have been received with the utmost hospitality and goodwill, and that they have keenly enjoyed their stay at the two Universities. We hope to present a fuller account of this military invasion of the English Universities in a later number of the magazine.

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## FREDERIC SCHENCK

THE *Harvard University Gazette* of May 24th prints the following notice of Frederic Schenck, who died February 28, 1919.

Frederic Schenck was born on October 10th, 1887, at Lawrence, Long Island. He prepared for college at Groton School, and in the autumn of 1905 entered Harvard College, where he graduated, with distinction in the History and Literature of the Middle Ages, with the Class of 1909. The next two years he passed at Balliol College, Oxford, receiving the Research degree in 1912. From 1911 till his death he taught at Harvard, first as assistant to Professor Wendell in Comparative Literature 1, later as a Tutor in History. In 1914 he took the degree of A. M. at Harvard; in 1918 that of Ph. D. He died in Boston on February 28th, 1919.

In 1917 he became Secretary of the Committee on the Use of English. He entered on his duties with characteristic energy. His nature peculiarly fitted him for the delicately intimate relations both with students and with members of the Faculty demanded by this post. The source of his power as teacher and as administrator was his abundant human sympathy; it vitalized everything with which he had to do, and turned perfunctory and mechanical drudgery into interesting and important tasks. Intolerance he detested; though a man of strong opinions, he was always ready to respect the views of others. Moreover, he welcomed his opportunity of impressing on undergraduates the true importance of correct literary English, and did so the better because when face to face with them he did not hesitate to speak an idiom which they could understand. Among the gifts he had received from nature was a real love of language and an innate ability to use it. With colloquial and polished phrase equally at his command, few men could narrate more effectively than he.

Thus he was beginning what promised to be a valuable as well as an interesting career. He was full of plans for the future, and in the delirium of his illness it was of these and of his forthcoming lectures that he continually spoke. What appealed to him most warmly was the combination of history and literature. Whether he would finally have turned more to history or to letters is doubtful. In many ways he had the true historical instinct; he could represent facts vividly and correctly, content neither

with a catalogue of details nor with the homiletic invention of principles. Probably, however, he would have been inspired chiefly by literature; for he had inherited the tradition so long cherished in this University of teaching the English classics as the utterance of great men who lived in spacious days, rather than as philologic specimens of nascent or of moribund language.

There is always something pathetically impossible in describing the promise of life prematurely ended. His friends who knew him well will never forget his exuberant personality or the wealth of his affection. He cared little for conventions and hated pretence, he concealed neither his likes nor his dislikes; none of us can say whether he would have become a great scholar, but none will doubt that he was a great friend.

KIRSOPP LAKE,  
ROGER B. MERRIDMAN,  
GEORGE H. EDGELL,  
*Committee.*

#### RHODES SCHOLARS OF 1916 AND 1917 TO SAIL TOGETHER

W. R. BURWELL, Secretary of the Class of 1916, sends the following notice:

"Plans are being made for the Rhodes Scholars going to Oxford in the fall to sail on the same ship. A party is being organized to sail from New York the latter part of September either on the Cunarder "Saxonia." The exact date of her sailing has not yet been announced.

"Those who would like to be included in the party should send their names immediately to W. R. Burwell, 546 West 124th St., New York City, or H. D. Natestad, Flandreau, S. D., in order that they may have a voice in the settling of details and may be kept informed of any arrangements made. Any one who has been on one of these parties knows how well worth while they are. It is hoped to have at least fifty men in the group. Write now!"

#### PASSPORTS

SINCE some Rhodes Scholars have had difficulty in obtaining passports, the Editor has made inquiries from the Department of State and has received the following letter from the Department:

*Sir:*

The Department has received your letter of May 27, last, concerning Rhodes Scholars desiring to go to England in pursuance of their Scholarships.

The regulations of the Department permit of the issuance of passports to the persons mentioned if they accompany their applications by documentary evidence establishing the fact that they are Rhodes Scholars and desire to go abroad for serious study in

pursuance of their Scholarships. It is suggested that you send such persons statements certifying to the fact that they hold Scholarships so that when their applications are received, there may be no doubt as to their exact status. In those cases, however, where the applicants have sufficient evidence showing they are Rhodes Scholars, passports may be issued to them without requiring the statement from you, but your statement would in all probability lessen the possibility of misunderstanding concerning the exact status of the applicants.

The Editor would be glad to supply the type of statement called for to any Rhodes Scholars who are preparing to sail in September.

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#### AN APOSTLE OF ANGLO-AMERICAN GOOD FELLOWSHIP

THE Reverend Frederick H. Kent, who can be addressed at 25 Beacon Street, Boston, Mass., will spend next winter on a lecture tour throughout the United States, speaking on "The New British Attitude toward America." Mr. Kent has had a great deal of experience in England as War Work Secretary for the Y. M. C. A. and as Secretary for the Library Department at the London Headquarters. He was for a time Field Library Secretary, visiting a large number of aviation camps and organizing library service in the field. When this task was accomplished he became Educational Secretary for a division of the Y. M. C. A. work, and for two months he served in the Foyer des Soldats as American Associate Director at Rembercourt, a station near Verdun, performing the usual duties of Hut Secretary.

Our attention was first called to Mr. Kent's lectures by an ex-Rhodes Scholar who had heard him in Pittsburgh and who testified warmly to his eloquence and effectiveness. Rhodes Scholars who are interested in securing Mr. Kent for a university or church audience should write to him directly at the address given above.

## PERSONALS

CLASS OF 1904; G. E. HAMILTON, *Secretary*

HAROLD G. MERRIAM went overseas with the Y. M. C. A. in June, 1918, and is expected to return to Reed College in September of this year.

The late Captain W. A. Fleet's widow is now visiting in America. When in Chicago she was entertained at the home of J. H. Winston.

Preston Brooks is leaving his work in the University of Georgia to enter the Fourth National Bank at Macon.

B. N. Price writes: "For nearly ten months I drilled recruits at Camp Meade, Md. When the first selected men arrived there, I was in the Depot Brigade but attached to the 311th Artillery, though an Infantry Officer. After a little over a month of infantry drill in this artillery outfit, I was attached to the 368th Infantry, where I drilled colored men for several weeks. I was then assigned to the 3rd Training Battalion of the Depot Brigade where I stayed until June 17, 1918. We trained some of the first—I believe the very first—National Army troops that were sent to France, as replacements for Regular Army divisions. In June I was sent to Austin, Texas, where I had the same kind of heartbreaking work. Heart-breaking, because we trained one lot of men after another, losing them just after we had broken them in and got to know them. Applied for transfer to troops going overseas, without avail. For several months I was Senior Military Instructor at Camp Mabry, and in October I was in charge of the selection of civilian candidates for Officers' Training Camps. Was discharged just in time to get home for Christmas. Am still a captain in the Reserve Corps, however, so I haven't severed all connection with the Army. I enjoyed my service in the Army, though I sometimes growled at the monotony."

J. J. Tigert writes from Audernach, Germany: "I have been in the educational work with the A. E. F. teaching and lecturing with the Y. M. C. A. till April 16th. I am now in the Educational Corps of the United States Army and have the status of an officer. I signed a contract with the government for two months from April 16th. I have lectured to approximately 200,000 men and officers in eight

and one-half months of service. My subjects at present are: 'Who Won the War?'; 'The League of Nations'; 'The ex-Kaiser'; 'The Cross of Iron.'

"First, I was with the navy in the north of Scotland; later, I was in England and stationed over a month at Oxford. I took hundreds of doughboys and officers through Oxford weekly and lectured about it *en route*. Since coming across the channel, I have been doing itinerant lecture work. Have been in the Army of Occupation since January with Rdgts. at Coblenz, Germany. I was transferred to the Army under the recent General Order 62, creating the Army Educational Corps."

In reply to an accusation from the Editor that he had deserted the academic life for the sake of getting rich, E. W. Murray writes as follows: "I have deserted academic life for Marine Insurance but I am not yet in the process of becoming rich to any appreciable degree. At present we are moving into a temporary office, hence the brevity of this note. The new address is, viz., The Oceanic Underwriting Agency, 47-51 Beaver Street, New York. I am secretary of the Agency, also secretary of the Washington Marine Insurance Co., and manager of the loss department. Voila tout. Spent last evening with Brooks of Georgia, Kieffer and Mrs. Kieffer—yes—he's married and got better than he deserved—as most of us do."

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CLASS OF 1905; B. E. SCHMITT, *Secretary*

LEIGH ALEXANDER, New Jersey and Queens,' writes: "Two classes in French in our Oberlin S. A. T. C. and a prosperous war-garden have been the extent of my war service—would that it could have been more. We enjoyed a short but very pleasant visit from Soule some months ago, passing through here on his publishing work; and we shall look forward to the next trip. Avoiding the flu by endless gurglings and nose-sprays and 'sawing wood' in college pedagogics have kept me very busy. Our department put on its annual Latin play in English, even though the parts had to be taken by women, since the men were all in the S. A. T. C. But a girl with a long grey beard and wig makes a pretty good old man for a comedy; so we managed all right. But we wish Nixon would hurry up with the rest of his Plautus translations, so we wouldn't have to make our own!" It may be added "we" includes a son, born a year ago.



Leonard W. Cronkhite, Rhode Island and Worcester, sailed for England in May to get data concerning the industrial situation there. He has also been interested in raising funds for a sanatorium to combat tuberculosis in New England; \$200,000 has already been secured. He announces the birth on May 4th, of Leonard W. Cronkhite, 3rd.

N. E. Ensign, Illinois and St. Edmund Hall, spent last summer testing the stress in rails for a joint committee of the American Railway Association and the American Society of Civil Engineers; his work was with the Illinois Central and Chicago, Milwaukee, and St. Paul systems. He may continue in this line this summer. Meanwhile, he continues his teaching at the University of Illinois, which is less burdensome, now that the S. A. T. C. is past. He reports the birth of a second son in February.

C. H. Foster, Idaho and Brasenose, is jubilant that "at last satisfactory progress is being made towards the proper organization of the civilian part of the teaching staff at the Naval Academy." The Secretary of the Navy has accepted the recommendations of a board, of which Foster was a member, by which the four ordinary university grades are recognized, with salaries from \$2,000 to \$4,500. Foster thinks the Naval Academy "a good place for Rhodes Scholars who have had some college teaching experience and not disposed to insist upon university careers." He himself holds the rank of associate professor of English. During the war he served as a Four-Minute-Man and as inspector of the Bartlett Hayward Company of Baltimore.

Roy K. Hack, Massachusetts and Oriel, spent the summer of 1918 in the Harvard R. O. T. C., "with plenty of hard work, but no capacity for learning drill regulation." "I returned to the S. A. T. C., saddest of all temporary collections, did military French, and enjoyed the release which came in January. One great event—we have a daughter, Apphia, born February 17, 1919." Hack was elected Fellow of the American Academy of Arts and Sciences in May of this year.

E. Russell Lloyd, West Virginia and Wadham, did some special work on war minerals—nitrate and petroleum—for the U. S. Geological Survey.

Arthur H. Marsh, Nebraska and Keble, chaplain to the Third Battalion of the 18th Infantry, was gassed on the night of October 3-4, 1918 (with nearly all of the battalion), and died of pneumonia

at Vittel in the Vosges on the 7th. His widow and two children are now with his father, the Rev. Arthur E. Marsh, St. Mary's Rectory, Blair, Nebraska. A fuller notice will be given in the War Service issue, but it is proper to note here that Marsh, so his father writes, "had long felt urged to go over there and take his part in a war in which so many thousands of young men were risking their lives, and hoped that he might help them a little."

Bernadotte E. Schmitt, Tennessee and Merton, lectured at the University of Wisconsin in the summer of 1918 on various aspects of the war. In September he was commissioned a Second Lieutenant of Field Artillery. He has now resumed his duties in Western Reserve University, and will lecture this summer at Cornell University.

A. M. Stevens, Connecticut and Balliol, returned home in December from a German prison camp, and is again practising medicine in New York City. His address is 103 West 84th Street.

J. Van der Zee, Iowa and Merton, spent the summer of 1918 at the S. A. T. C. Camp at Fort Sheridan, Illinois, and returned to Iowa State University to help with the War issues and Military Law course of the local S. A. T. C. "Little did the college students and the faculty men in the camp at Fort Sheridan realize that they were experiencing the happiest moments in the history of the S. A. T. C."

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CLASS OF 1907; R. M. SCOON, *Secretary*

BERKELEY BLACKMAN, who was in the Air Service of the Army, writes: "The only job I had that I liked was playing quarterback on the football team, of which I was also head coach and manager. Had a team averaging 181 pounds, and we only lost one game during the season to another service team with five all-American men."

John Custer, who is in the Y. M. C. A. service, writes from Chaumont, Haute Marne, as follows: "Undoubtedly the most interesting part of my work was in Italy. I was with the 332nd Infantry (Ohio boys), which formed part of an Italian division and had a share in the offensive of last October which drove the Austrians out of Italy and forced them to an armistice. I do not want to belittle the work of our Italian allies, but it was the three divisions of sturdy Britishers that really broke the Austrian resistance along the Piave front. They were the first across the river and the battle-front for the first four days was acutely wedge shaped, with them at

the point of the wedge. Since the Oxford days, I have always had a warm feeling for our English cousins, and what I saw of them in Italy has tremendously increased my respect and admiration for the British Tommies as stubborn, steady, and indomitable fighters. The experience at Beaume (with the A. E. F. University) was also most unique, for during the few weeks that I was there, I saw a full grown university of 7,500 students spring up out of almost nothing. It was a splendid example of the American genius for organization on a big scale."

The following is an article by the *International News Service* from Atlanta, Georgia: "Rev. Ben R. Lacy, Jr., 'the gamest chaplain in the American Army,' has been tendered the pastorate of the Central Presbyterian Church of Atlanta, one of the largest in the South, and it is believed he will accept. Lacy recently returned from France, where he distinguished himself in every way, winning national fame as the 'Fighting Preacher.' In addition to his regular duties in holding services and looking after the men, he aided in burying the dead by day and night, cheered the wounded, and when occasion offered grabbed a gun or seized a hand grenade and led attacks on the enemy. L. P. McLendon, his captain, said of him: 'Lacy is the most wonderful man I ever met. Not so many months ago we captured some Hun guns and he organized a crew and turned them on the enemy for two days and nights. Then when we were short of officers he went out to a post of great danger and observed for us so that we could do out best work against the enemy. He ought to be given every medal and award granted.' Captain Lacy, who is thirty-three, is a native of North Carolina."

W. P. Mills, who has been in China since 1912, returned to America on furlough in July, 1918. A large part of his time in this country has been devoted to visiting the schools and colleges in the East and Middle West, where there are Chinese students. He has also given some time to financial work in the interests of the Foreign Department of the Y. M. C. A. He plans to return to China the latter part of the summer.

Ben Tomlinson, regretting the absence of heroic acts in his war record, says: "I thoroughly intend thinking up a few for use in my old age, but as I have not yet definitely determined upon the character of the same I thought it best not to introduce them at present, for fear I might fall down on cross-examination at some future date. During the holidays, I had ten days' leave which I spent

with Addison White at Huntsville, Alabama. We had a very fine reunion all by ourselves, and occasionally, while pouring a libation from some of the very last bottles left in the United States, sighed for the good old days before the world got so infernally Christian."

Wilson Wallis has recently published a book entitled "Messiahs: Christian and Pagan," printed by Richard Badger. It received a remarkably favorable criticism by Benjamin De Casseres in the *New York Sun* for February 2, 1919. Among other things Mr. De Casseres says: "It is a book more fascinating than any novel we have ever read. It is a romance of the soul of man from the earliest myth making times down to Tolstoy and Woodrow Wilson. It is a fairy story of our profoundest beliefs. It is a psychological exposition of Expectancy. It is a hard headed drama of all the great names of history, sacred and profane. It is a book by a dreamer, a scholar and a thinker. It is a condensed Talmud of mystical anecdote and the legends that make man mentally free. . . . With swift, electric touches Mr. Wallis moves up the ages to this very extraordinary year 1919. There is a fascinating chapter of the messianic movement among the American negroes. The dream of the Mahdi—the Great Director—is likely at any moment to focus itself on an individual in the Orient. Russia is going through its Gethsemane. In Madrid at this very hour there is a man who 'announces' himself. In Poland 'saviors' grow with the hunger of babes. 'Second Adventists' swarm all over Germany. And Tolstoy himself, as late as 1912, proclaimed the coming of a 'great figure out of the North' who would reorganize the world when war and famine and stupidity had done their work."

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CLASS OF 1908; C. A. WILSON, *Secretary*

BARBOUR, Michigan and Oriel, has received the greatest academic honor yet offered to anyone of our year in being asked to deliver at Columbia University the Carpentier lectures for the current year. He will deliver these lectures during the fall of 1919 and the spring of 1920. The Carpentier foundation, in the words of the gift, is for the purpose of maintaining a "special course of lectures on the science of law to be given at the University at least as often as every third year by someone from time to time chosen for pre-eminent fitness and ability." The first lecturer under the foundation was Lord Bryce in 1904. The subsequent lectures have been delivered

by John C. Gray, on "The Nature and Sources of the Law," being subsequently reprinted under that title; by A. L. Smith of Balliol; by David Jayne Hill; by Sir Frederick Pollock, who reprinted his lectures under the title "The Genius of the Common Law"; by Sir Courteney Ilbert and by Harold Hazeltine, Emanuel College, Cambridge. The title of Barbour's lectures has not been definitely formulated, but they will deal with movements in English history which left a permanent impression on Anglo-American law, with special emphasis on forms of action and the evolution of substantive law from procedure, and with some reference to the canon law and the law merchant.

In May of this year, Morrow, Idaho and Worcester, became a member of the firm of Richards & Haga, of Boise, Idaho, with whom he has been associated, except when on military service, since his return to America. Those bibliographically inclined should make a note that Morrow, so far as is known, is the first Rhodes Scholar to appear before the United States Supreme Court. His name appears on the brief of *Scott v. Lattig*, 227 U. S., 229, 230, argued before that court December 13, 1912. It should also be recorded that the nature of his brief was so persuasive that the Supreme Court reversed in favor of his client the action of the Idaho State Court.

W. S. Campbell, who is now back at the University of Oklahoma, announces the arrival of Isabel Mahoney Campbell on April 30th.

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CLASS OF 1910; ELMER DAVIS, *Secretary*

"POEMS ABOUT GOD," by Lieutenant John Crowe Ransom of Tennessee, Christ Church, and the A. E. F., has just been published by Henry Holt & Company. Regarding the book Christopher Morley, to whom it is dedicated, writes the publishers: "This is a book that, with much humor, has also much humility; some of the blunter passages may startle; but its honesty, originality, and superb simplicity, touched with many a whimsical turn of thought and phrase, lit with a pervasive glow of indirect mental illumination, will afford extreme delight." In a preface written from France a year after the last of the poems was composed Lieut. Ransom admits that upon more mature reflection he is not sure that "the case with God is as desperate as the young poet may seem to think"; but this is his story and he is going to stick to it.

Captain Robert Hale, having assisted Whitney Shepardson, Insley Osborne, Colonel House, the Sheriff of Mecca and others in bringing peace to a war-weary world, is credibly reported cruising in the Baltic in J. P. Morgan's yacht and conducting a study of Bolshevism in Hungary and the Ukraine. Geographically this doesn't seem to hang together, but that is what they say he is doing.

C. D. Nelson, who is on his way back to Russia or some other unhappy region for the Y. M. C. A., sends to the secretary a postal from Cochem-an-der-Mosel reporting that the Villa Josef, well known to impecunious Rhodesters in former years, is still joseffing, and that despite the American Army of Occupation the bathing facilities at Cochem are still inadequate.

Ralph Vinton Lyon Hartley, whose duties with the Western Electric Company during the war were largely devoted to thinking up weird scientific ways of confuting the Hun, has turned commuter—558 Park Avenue, East Orange, N. J. The secretary still has a toe-hold on Manhattan Island but a darned insecure one.

R. L. Lange and James A. Simpson have formed a partnership for the practise of law under the name of Lange & Simpson, 921-2 First National Bank Building, Birmingham, Alabama.

McDugald Keener McLean, M. D., is at 1 Oak Park Road, Asheville, North Carolina. Miss Suzanne McLean joined the family last winter.

Christopher Morley has emitted his semi-annual book of poems, this time "The Rocking Horse." In what esteem Chris is held by some of his admirers may be estimated from a communication of that genial revolutionary, Bouck White (two years ago, to be sure, but doubtless still good): "It occurred to me that I had been a bit harsh in belaboring you for your want of rebelliousness in a social order such as the present. You see, I was expecting too much of Chris Morley. Judged from the dizzy ideal of world-greatness that I was setting for him, he—as yet—is miserably defective. But, judged by the standpoint of the social-climbing sodden commercialist that abounds, Chris Morley is a towering eminence." Bouck must have got a side view of the adipose Chris.

Wm. Lloyd Garrison Williams is once more teaching, after military service. He is professor of mathematics at Gettysburg College, Gettysburg, Pa. Having become an M. A. Oxon, he is about to seek a Ph. D. from the University of Chicago.

Franklyn Zeek, out of the army, is once more head of the French department at Southern Methodist University, Dallas.

Joseph Washburn Worthen is still or again practising law at 25 Capitol Street, Concord, New Hampshire. He says that on August 27, 1918, there arrived "what is now as gurgingly adorable a sixteen-pound bundle of infant femininity as you can imagine." We are not good at imagination but are willing to hand it to Joe.

Major William Alexander Stuart has resumed the practise of law at Big Stone Gap, Virginia, and Captain L. Eugene Farley has done the same at 1528 Bank of Commerce and Trust Company Building, Memphis. From these two gentlemen the scribe has received letters vibrant with human feeling. Stuart saw all his service at Fort Monroe except a few weeks in Washington, albeit his heavy artillery brigade was getting ready to sail when the war ended; whereupon, he says, "I procured my honorable discharge and that selfsame day I left Fort Monroe. Not only that; I shook the sands of Fort Monroe from my feet, not to mention my shoes and puttees. And furthermore, I laid upon Fort Monroe a bitter curse. I cursed its sempiternal sands; individually and collectively cursed I them. I cursed its blatant, garish, barracks, its smug, self-satisfied rows of officers' quarters, its dusty and windswept parade ground, its stinking marshes, its carnivorous mosquitoes, its ridiculous batteries, and most and above all I cursed its eternal, inevitable, hell-fired sameness. And finally I wished all my friends a wide avoidance of it, and mine enemies consigned I to it forevermore, even to Fort Monroe."

Farley, who had already spent some months studying the banks of the Rio Grande for Uncle Sam before Admiral von Tirpitz broke loose, writes concerning his experiences in his second war: "I never saw the sunny shores of France; in fact the only thing I did see on account of the war was the red-clay hills of Georgia, and I saw enough of them to last me the rest of my life. I fought the entire war in that state with the exception of two days when, through some inadvertence, the War Department let me get over into South Carolina; it was very quickly corrected, however. During the last seven months I was an instructor in the Central Officers' Training School there, and if the war had continued for several years suppose I would have been there at the finish." In the opinion of the scribe any movement for the re-establishment of the Southern Confederacy has lost two recruits; they might fight for France, but they certainly won't fight for the red-clay hills of Georgia, or Fort Monroe.

CLASS OF 1911; W. C. JOHNSON, *Secretary*

CAPTAIN H. B. ENGLISH writes as follows: "For the OXONIAN, desire to announce the arrival of Richard English on March 24, a fine healthy baby. As the Mag. consistently refused to announce my marriage in June, 1917, the news of Richard's arrival may shock a few."

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CLASS OF 1914; C. R. CLASON, *Secretary*

SECOND LIEUTENANT WILLIAM H. ARNOLD, JR., C. A. C., is still in the army after military training and service in Texas, California and France. His present address is I Bn. 159 Depot Brigade, Camp Zachary Taylor, Kentucky.

Lieutenant C. G. Bowden wrote from Longwy, France, stating that he was again with the C. R. B. at his old post in France winding up the work which he had started there in 1915. After the armistice was signed he was put on detached service with the Food Commission. He plans to visit Oxford to receive his degree before returning to America. The spirit displayed by Bowden and others in writing long, interesting letters from distant places typifies particularly well the loyalty of our year which it is hoped will produce a response from every 1914 Scholar for the next issue of the AMERICAN OXONIAN.

Morrison C. Boyd has been in India at Jamalpur E. I. Ry. since August, 1917. A Y. M. C. A. man from Calcutta states that Boyd "had been assigned to the most important and most difficult Y. M. C. A. post in India, that he had made good and saved the situation in that place, and that they were anxious to keep him." Before returning to the United States he intends to visit different garrisons in India. He is expected to reach his home in Philadelphia in August via China, Japan and the Pacific.

Harvie Branscomb started his military career in the Y. M. C. A. and was fast reaching the top—he had a secretary—when he broke into active service. Since receiving his discharge on December 2nd he has been traveling in the southeast in work connected with the returning soldiers and in overseeing the work of Y. M. C. A. secretaries in various colleges.

C. R. Clason has returned to the practice of law in Boston. Rev. H. K. Warren, President of Yankton College, was kind enough to look him up while on a recent eastern trip, and it was very pleasant to



recall the many activities with which Bob was associated. A bronze tablet for Robert Warren, the gift of alumni and former students of Yankton College, will be unveiled at the memorial services to be held at the college commencement this year.

Clyde Eagleton was married to Miss Virginia McKinney of Van Alstyne, Texas, on September 15, 1917, and admits that he likes the life. During the war he was Director of War Issues Courses for the S. A. T. C. of the University of Louisville and is at present on the faculty of that university.

A. G. Fite, after a badly written opening paragraph in which he attempted to libel former American leaders at the House, confessed that he has enjoyed a varied career since receiving his Oxford degree. Among other ventures he became Instructor of Military French in the War College established by the government at the University of Wisconsin. Since leaving the army he has returned to Madison. After the university closes in June, Fite plans to take a summer course at the University of Madrid *en route* to his third year as a Rhodes Scholar.

First Lieutenant W. W. Flint has not returned to the United States since taking his degree. He joined the U. S. army in London and his present address is Regulating Station A, A. P. O. 712, France.

Sergeant C. S. Gentry has been with Company C, 12th Engineers (Ry.), in France.

Captain John L. Glenn is the most distinguished Rhodes Scholar of our year. He was wounded at Montdidier on June 7, 1918, and was awarded the *croix de guerre* with palm. He has also been decorated by the Belgian government with *l'ordre de la couronne*. On December 7, 1918, Glenn was married. Since his discharge he has entered upon the practice of law at Chester, South Carolina.

Captain R. K. Gooch, since his return from France, has become associated with the Burroughs Adding Machine Co, and is located at 1185 Woodward Avenue, Detroit. Bob intimates that he was attracted North by anecdotes of Clason's boyhood and shares only with Fite the dubious distinction of libeling the class secretary.

Ensign P. F. Good was with Admiral Wilson at Brest in the Bureau of Communications. Stockton wrote that he arrived accidentally in Brest on the day Good's first-born was christened. Admiral Wilson acted as godfather, and Good was the proudest man Stockton ever saw.

C. H. Gray taught Issues of the War to the S. A. T. C. at Reed

College, Portland, Oregon, where he is now in his second year as Instructor in English. His letter contained the noteworthy statement that he is finding every day more and more evidence that confirms his high regard for the kind of training we got at Oxford.

Lieutenant Charles F. Hawkins died at his home in Warwick, New York, on December 27, 1918, of septic poisoning and pneumonia. The news of his death is already generally known among his classmates for scarcely a letter has reached the secretary which has not mentioned the sense of personal loss which the writer has felt. The secretary will always consider himself particularly fortunate in having Charles as a comrade during several vacations on the continent as well as on a final bicycle trip through England, Wales and Ireland. All of us will readily agree with Branscomb's statement that "he was as strong a fellow and fine a comrade as I have ever met."

Emile Holman received the degree of M. D. from Johns Hopkins University in June, 1918. He was appointed assistant in surgery for the present year. His duties are to instruct students and to "research" as much as possible. Incidentally he is enjoying a fellowship.

Second Lieutenant B. C. Holtzclaw, Jr., is rustivating with the 317 F. A. at Plaines, Aube, France. While hoping to return in July it is possible he will be sent to Germany in the Army of Occupation. He has had two leaves so far, one to Nice and one to Paris.

Lieutenant Paul T. Homan spent more than a year in army Y. M. C. A. work in India and Mesopotamia before joining the American Expeditionary Forces. Having spent a few weeks lately in this country he is returning to Lincoln College, for he is another of those lucky persons whose scholarships are still active.

Captain Ridgely Lytle is stationed with the 11th Cavalry at Fort Myer, Virginia. Before entering the regular army he was married and is now the proud father of Scott Harrison Lytle, who was born back in October and named after his uncle who was killed in action in France last Fall. Lytle still possesses four terms of his scholarship and may resume his studies at Oxford.

Baxter Mow is occupying the chair of Hebrew at Bethany Bible School, Chicago. At the same time he is pursuing the theological course and expects to spend another year in his present position.

Lieutenant Scott H. Paradise has located in New Haven since his return from France and is engaged in the book business (rare books, first editions and fine bindings). Paradise states that he was

at Brest for seven weeks and that everything the papers say about the conditions is true, an interesting comment in view of the recent controversy. His address is 548 Yale Station, New Haven, Conn.

Wilder G. Penfield has been at the Peter Bent Brigham Hospital in Boston for several months, having come to the Hub after being graduated from Johns Hopkins Medical School. The secretary recalls with pleasure an evening spent with the Penfields and more particularly a happy father skilfully maneuvering a spoon in the general direction of his namesake's mouth.

Lieutenant William Prickett is at 48, Rue des Minimes, Brussels. William sent along no news of his career or intentions but it may be recorded that his picture was in every Boston newspaper when he returned from France with long and thrilling accounts of his life as an aviator.

Captain John V. Ray is back at Christ Church. This time he convinced the military authorities that he is a student. After the army quits sending him to college the Rhodes Trust is again to exercise that privilege.

Lieutenant Fred W. Rogers returned to civilian life on December 5. He is at present engaged in teaching mathematics in the high school at Tucson, Arizona. Bill plans to take the bar exams soon, after which he will engage in the active practice of law.

Stanley I. Rypins has received the degree of Ph. D. from Harvard since his return from Oxford. His examination was given to him two months in advance in order that he might enter the army. He has been a member of the faculty of the University of Minnesota since January of this year.

First Lieutenant S. S. Sharp is reported to be a member of the First Army of Occupation, stationed at Hoeher, Germany. Sharp includes Chateau Thierry among the battles in which he fought.

L. R. Shero has been head of the department of Latin at Macalester College, St. Paul, Minnesota, since the autumn of 1917. He is also secretary of the faculty. He was married on the 26th of last June at Milwaukee to Miss Julia Adrienne Doe, sister of Arthur Doe, who was Shero's predecessor from Wisconsin and who was at Balliol when 1914 entered Oxford. Doe was best man at the wedding.

Lieutenant Gilchrist B. Stockton of the navy sent in a very interesting letter in which he wrote of the high esteem in which several other Rhodes Scholars were held by officers of high rank both in the army and navy. Stockton reported for duty in London to act as

Assistant Flag Secretary and Aide to Admiral Sims. He is still at the U. S. Naval Headquarters in that city. In December he went out with the admiral and nine dreadnaughts to meet the President and to escort him into Brest. It is possible that he may later join Mr. Hoover in his new work as Director General of the Inter-Allied Food Commission, as some of the Rhodes Scholars who were connected with the C. R. B. have already done. Stockton has received the decoration of Chevalier de l'Ordre de la Couronne from the King of the Belgians.

First Lieutenant Carl J. Weber is at present occupying the chair of Professor of English Literature at Colby College. The professor counts himself fortunate to be in a Maine co-ed institution. He reports his work to be very interesting and naturally admits that Maine has proved very delightful. His address is 34 Winter Street, Waterville, Maine.

First Lieutenant James H. Wilson was still in France at the time of his latest letter. He has seen some hard fighting and was at the front for a considerable period. It is hoped that Wilson will soon appear in New England as he expected to pass through Boston this summer.

Captain E. P. Woodruff is practicing law in Comanche, Texas, as a member of the firm of Smith & Woodruff. "Tex" has located in an oil region and hopes he is near the rainbow's end. We are with him on that, but it certainly is fortunate that young lawyers are optimistic.

Hessel E. Yntema is in the department of Political Science at the University of Michigan. A promised published example of the professor's mental activities is awaited with interest. Among other pleasant duties which he performs is that of teaching a class of fifty charming co-eds about the Diplomacy of War. Here's hoping that he makes up for the English version of the part which the United States has played in international politics as set forth by Sir Erle Richards. The professor also admits that he is the proud and indulgent father of Miss Mary E. Yntema.

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CLASS OF 1916; W. R. BURWELL, *Secretary*

M. S. BATES, E. P. Chase, C. V. Easum, P. Newhall, R. N. Stephenson, and N. D. Scott have been back at Oxford this spring.

Bates served ten months as Brigade Secretary with the British Mesopotamia Y. M. C. A. and returned to Oxford by way of Ceylon, China and the United States. He writes that Keeny, Pennsylvania and Merton, is in Omsk, Siberia, with the Czechs and plans to come through to Bohemia in June. He also reports D. Miller as in Vladivostok.

L. R. Miller, Kansas and Merton, another Y. M. C. A. worker in Mesopotamia, has returned to Kansas City by way of the Far East and is now with the American Y. M. C. A., finding jobs for discharged soldiers. Rex is planning to be at Oxford in the fall.

"Noisy" Newhall and Stephenson, who served with the R. F. A., will probably pay the old U. S. a visit this summer and then be up again for Michaelmas term at Oxford.

E. P. Chase writes from Magdalen that arrangements are being made to restart the American Club. With one hundred and fifty American Soldiers in Oxford the Club should start with a jump. "Chet" Easum is one of those American soldiers, as he hasn't yet received his discharge, but is at Oxford on detached service.

R. M. D. Richardson, who served on the Staffs of Vice-Admiral Sims in London, Rear Admiral Fletcher at Brest and Vice-Admiral Wilson in Tours, is still awaiting discharge, but hopes to be back with the crowd in the fall.

P. B. Means has returned to Nebraska after fourteen months with the Y. M. C. A. in Mesopotamia and India.

F. T. Smith is still with the Persia Relief Committee.

"Russ" Burwell is instructing in Mathematics at Brown University and has written for his old room at Merton College.

"Bill" Finger, discharged in April with the rank of Captain, is one of the good men to be back at Oxford in October.

It is rumored that Mr. and Mrs. R. P. Coffin and Mr. and Mrs. J. H. Binns will be within a mile and a half of Carfax next fall and will serve tea to Rhodes Scholars on Sunday afternoons.

---

CLASS OF 1917; H. D. NATESTAD, *Secretary*

IN answering the questionnaire most of the men failed to state whether they were engaged; so we planned to head this article with the lines, "Avoid all entangling alliances for three years." But these lines lost their point when we learned that Morley was married and

that he would retain both his wife and the Scholarship. Congratulations and may thy name, Felix, be a potent charm.

Which reminds us that somehow the salutation in a letter to "Dear Little" looks incomplete. But what's in a name? Little is a stocky six-footer; Feather is hardly a feather-weight and is six feet two; Stringfellow Barr is equally a misnomer. The big man is Monroe, six feet one and two hundred twenty; the short man is Tuttle, five feet six; the light weight is Niles, one hundred thirty.

Hulley is the youngest, not old enough to vote, but he is another six-footer. Most of the men are close to twenty-five.

Two-thirds are members of college fraternities.

Religiously they are Episcopal, Protestant Episcopal, Methodist Episcopal, Disciples of Christ, Baptist, Presbyterian, Friend, Lutheran, and Christian.

Only three are Democrats; but we confess, Woodrow, that these returns are incomplete. There is one Socialist.

Three are Wets. One says he is neutral. Whadoyu mean *neutral*? Another is "dry, but not so dry as I might be."

Two-thirds use tobacco. Boy, page Miss Lucy Page Gaston.

Seventy-five per cent were undergraduates at small colleges.

Nearly all have A. B.'s, one-third have M. A.'s.

One-third will be candidates for the Ph. D., one-half for the A. B., two for the B. C. L., and two for the B. Litt.

What studies will be pursued cannot be stated because in answer to the question as to "the school at Oxford" nearly all gave the name of the college.

As to the fathers of these illustrious sons, one-fourth are clergymen, one-fourth are teachers, one is a college president, two are physicians, and one is a lawyer.

Hopkins and Buchanan are already at Balliol. Lieutenant Moseley is at Oxford under War Department plans. Captain Bagley is a Sarbonne Student also under War Department plans. Lieutenant Amacker is on the Peace Commission. Lieutenant Dick is in the A. E. F., Lieutenant Barr is at Camp Taylor. Captain Hersey is at Fort Sill. Hulley and Tuttle are at Harvard, Little at Columbia. Penniman is teaching at Allen Military School, West Newton, Massachusetts. Morley is a newspaper correspondent at Washington. The rest of the men are back in the old home town. Ashworth, Griffith, La Guenveur, Whitaker, and Wilcox have not been heard from and should communicate at once with the secretary.

## POSTSCRIPT

### THE NEW PLAN—A REPORT OF PROGRESS

Mr. Wylie has been in this country since May 30th, collaborating with the Editor in putting into operation the new plan which the Trustees have adopted for the selection of Rhodes Scholars. Under this plan the qualifying examination has been abandoned and Committees of Selection are being formed in each state of ex-Rhodes Scholars acting under the chairmanship of some man of position in the state, in most cases the chairman of the committee as it was constituted at the time when elections were suspended owing to the war.

During the summer rapid progress has been made in the organization of the new committees, and they are now nearly complete. In a number of states where there was not a sufficient number of Rhodes Scholars available, arrangements have been made for peripatetic committees composed of Rhodes Scholars from neighboring states. Counterbalancing the states where there was not a sufficient number of Rhodes Scholars available, we have a few where there were many more than could possibly be used on the committee. In such states the membership of the committees will be changed from time to time so as to give all the men a chance to do their "bit."

One feature of the new plan is the appointment of a Rhodes Scholar in each state as secretary of the Committee of Selection. His duties are to act as a center of information, to answer questions of prospective candidates, and to receive their applications. Under the new plan candidates for the Scholarship are required to furnish, in addition to other material, the names of four people to whom the committee is referred for confidential information about them. It is the duty of the secretary to follow up these references and prepare the data so obtained for the action of the committee.

The guiding principle of the new committees is to secure the best representation possible for their states at Oxford. The members are not considered as representing any particular institution, but only the interests of the state and of the Scholarships. To this end the committees are urged, where no first-class candidate presents himself, to make no appointment.

In the course of the work of organizing the committees the Editor, or Mr. Wylie, or sometimes both, have visited most of the Eastern, Middle Western, and Southern States. One hears everywhere both

from Rhodes Scholars and from college presidents expressions of the warmest approval of the new plan for making the selections.

It seems quite clear that a by-product of this new activity is going to be the bringing of the ex-Rhodes Scholars into much closer touch with one another and with the men who will be appointed under the scheme in the future. Perhapst his will not be the least of its advantages.

#### REQUIREMENTS IN GREEK AT OXFORD

On June 17th Convocation passed the final stage of a statute (1) admitting to the status and privileges of Affiliated, Colonial, and Foreign Senior Student any person who has obtained an approved degree at an approved university, and (2) providing that a Senior Student shall no longer be required to show a sufficient knowledge of the Greek language as a condition for the degree of Bachelor of Arts. The wording of the clause relating to foreign universities is as follows:

"Any person who has obtained a degree at a Foreign University, such degree and such university having been approved by the Hebdomadal Council, may be admitted to the status and privileges of a Foreign Senior Student, provided that he shall have pursued at that University a course of study extending over three years at the least."

This means, in the words of Dr. E. M. Walker, who proposed the statute, that "a graduate of an approved American university is now qualified for Senior status and he is excused Greek. In other words, he can enter for any final Honor School without passing any previous examination whatever."

On the same day Convocation, by a narrow margin, defeated the new Responson Statute which proposed to abolish compulsory Greek for undergraduates entering in the ordinary way. This means that the Responsons requirement remains as before and that Greek is a required subject for the B. A. degree for all students except graduates of approved universities as mentioned above. Candidates for the Rhodes Scholarships who are not college graduates, or who are graduates of institutions not "approved" under the statute, may still obtain a Rhodes Scholarship without Greek, but they will have to fulfill the Greek requirement in order to secure the B. A. degree.

Military exemptions from Responsons and from Greek hold good until October 1920. Undergraduates who could not qualify for Senior Standing under the provisions of the statute of June 17th may, if they have done at least six months' military service, be excused from Responsons including Greek, and if they have done twelve months' military service, they are excused from Moderations as well.



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# THE AMERICAN OXONIAN

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'10, W. A. STUART  
Big Stone Gap, Va.

'13, T. P. LOCKWOOD  
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R. P. COFFIN, '16  
Trinity College,  
Oxford, England

# THE AMERICAN OXONIAN

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VOL. VI

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## EDITORIALS

**THE ROLL OF SERVICE.** Much to our regret, the final Roll of Service now being edited by Professor B. E. Schmitt could not be completed in time for this issue (although the magazine was held up a month in the hope that it could be), but must go over until January. A number of men have not yet returned from service and it was not possible to collect in time the full information needed about men on the Roll of Honor. It is our earnest hope that the record as printed in January will be complete. Owing to the confusion of addresses, it has not been possible to reach all the Rhodes Scholars with our Record Blank. Any man reading this who has not yet sent in his service record should notify the Editor without delay.

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**PLANS FOR 1920.** The Roll of Service will constitute the January number of the American Oxonian and during the year we are planning a special number devoted to the invasion of Oxford by the A. E. F. last spring, and one devoted to information about Oxford for the benefit of prospective Rhodes Scholars. Our regular departments of personals, editorials and reviews will be continued with more care and regularity than has been possible during the last two years.

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**THE 1919 ELECTIONS.** By the time this number appears, the elections of this year will have been completed. In a few states they were fixed for October 28th or 30th and in all the rest for November 1st. The results are to be announced through the newspapers November 3rd. The elections held this year are those of men who would normally have gone to Oxford in 1918 or 1919; those to be held next year will fill the places of men who would have gone normally in October, 1920, and those who will go in October, 1921. The conditions of eligibility are such as to allow men to compete who would have been eligible had there been no interruption of the scholarships. So far as it is possible to tell at this moment, the competition this year is keener than ever before in the history of the scholarships.

DR. PARKIN'S ARTICLE. The *Atlantic Monthly* printed in September an article by Dr. Parkin, giving a careful review of the working of the scholarship plan during the last fifteen years, together with an explanation of the reasons for the changes now being made. Dr. Parkin discusses at some length the very poor showing made by applicants of former years in the now abandoned qualifying examination in classics and mathematics. Concerning the record of the Rhodes Scholars at Oxford, he says:

"Considerable groups of them [*i. e.* Rhodes Scholars] have given it to me as their considered opinion that of all the men sent from America not more than one-third were, in ability and preparation, in a position to compete with the best-trained men from English public schools; others had the ability without the necessary preparation; while a further considerable group fell distinctly below anything that could be considered a good scholarship standard at the University, while not strikingly superior in the other qualities to which Mr. Rhodes attached importance.

"My own observation, the opinion of university tutors, and the test of the final honor examinations all tend to confirm the accuracy of this judgment of the Scholars themselves."

In explanation of the changes now being made, Dr. Parkin states explicitly that the abandonment of the qualifying examination is intended not to lower standards, but rather to raise them. What it means is that first-class intellectual attainments in any organized division of scholarship are to be accepted in the place of the old comparatively low requirement in classics and mathematics. Dr. Parkin goes on to indicate the reasons moving the Trustees to make use of the experience and loyalty of the ex-Rhodes Scholars by placing on their shoulders the responsibility for future selections.

In closing, Dr. Parkin says: "The history of the past five years has given a new meaning to the subject discussed in this paper. The penetrating vision of Cecil Rhodes foresaw that a mutual understanding between the people of the British and American commonwealths would become a necessity for the future peace and security of the world. The circumstances of the Great War, and the confusion in which it has left the world, have revealed as never before the breadth and accuracy of that vision; have placed the question in the very forefront of human interest. Rhodes believed that intercourse in their university life between the young men of the two nations

would help toward this understanding, and founded the American and Colonial Scholarships as his contribution to the end in view. If some American of like imagination, and with a like command of means, would open the way for British scholars to study close at hand the educational and national ideals of the United States, his act would be a splendid and useful supplement to the original idea of our Founder. It would, I am sure, meet with eager response from the ambitious youth of the old and new nations which make up the widespread British Commonwealth. Meanwhile, every effort to make the most of the opportunities created by Cecil Rhodes has a claim on the sympathy and support of thinking men in both nations."

Dr. Parkin's article has caused wide-spread and useful discussion in the newspapers and in educational circles. The *New York Times* made it the occasion of uttering some rather severe criticisms of our entire Educational System. President Burton of the University of Minnesota took the experience of the Rhodes Scholars as a text for insisting on the requirement of greater accuracy in our undergraduate work, in the course of his address at the celebration of the Sesqui-Centennial of Dartmouth College October 20th. Much of this discussion has been well informed and intelligent; some of it ill informed and tending rather to darken counsel. Various newspaper editors have taken this occasion to question the value of the Rhodes scholarship scheme, somewhat on the principle that it is better not to play at all if you cannot always win all the first prizes.

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F. F. BEIRNE'S DEFENSE. Moved by discussions of this latter sort, F. F. Beirne has written an article entitled "The Inadequate Rhodes Scholar: a Defense," which the *Atlantic* will print in November. Beirne objects vigorously to the tendency to consider our record in Responsions as significant of the character of American education. He goes on to defend the record of the men at Oxford by stating (1) that the American Rhodes Scholars are at a disadvantage in being compelled to play the Englishman at his own game, and (2) that since the Rhodes Scholar is theoretically an all-round man, too much cannot be expected of him in the one way of scholarship.

DEFENSIO CONTRA DEFENSIONEM. On being given a sight of Mr. Beirne's article on its way to the printer, the Editor was moved to

make the following reply, which is to appear in the Contributor's Column of the same number of the *Atlantic*:

*"To the Editor of the Atlantic:* I wish to thank you for the opportunity to see an advance proof of Mr. Beirne's article. In his assumption that the American Rhodes Scholar has not held his own at Oxford, Mr. Beirne is, it seems to me, tilting against a man of straw. The assumption is not justified, and Dr. Parkin does not make it. What he and all our critics do say is that, as a body, the American Scholars are unequal, and this charge no one can successfully deny.

Probably few Rhodes Scholars would care to make Mr. Beirne's defense for such shortcomings as they can fairly be charged with. It is as if the Harvard Crew should ask for a handicap in a race with Oxford on the Thames. Mr. Beirne says in the first place that the American is compelled to meet the Englishman on his own ground and play the game according to English rules; in the second place that the Rhodes Trust should not expect 'all round men' to do too much in the way of scholarship. It is neither graceful nor necessary for an American to urge either of those considerations. American Rhodes Scholars have proved that they can meet the Englishman on his own ground, whether that ground be the playing field or the Examination School, and our best have been able to do it in both. We must send over more of our best. Those who wish the Scholarships well will not resent criticism, will not be content to have our American record compared with anything short of the best at Oxford, and will welcome every stimulus to equal or surpass that best. We have in our American colleges and universities the men who can do it, and the opportunity offered by the scholarships is worth their while."

In our opinion there is justice in the point which Mr. Beirne makes in regard to Responsions, though the 300 word limit placed upon our counter-blast by the Editor of the *Atlantic* did not allow us to say so in that place. But we resent strongly the admission that the Rhodes Scholars as a class do not hold their own against Englishmen and should not be expected to. Such a general statement ignores the most important fact of all, namely, that the Rhodes Scholars have always been very unequal. They will doubtless continue to be unequal in the future, but we may hope that as our machinery of selection is perfected the extremes will not be so far apart and that we shall be able to carry out the principle that a state shall not be represented at all unless it can be represented creditably. If we can do that we shall serve both the individual states and the scheme as a whole.

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**NEXT YEAR.** The keen competition for the scholarships this year is all the more gratifying in view of the haste with which arrangements had to be made and in view of the lateness of our announcements. We hope that it will be possible next year to have the Memorandum of Regulations reach this country in January so that men who wish to try will have plenty of time in which to obtain information and to make their plans.

There will be more opportunity for ex-Rhodes Scholars to bring the scholarships to the attention of men whom they consider suitable material; if everyone will do this the results should be correspondingly finer. We are this year selecting sixty-four scholars in place of the regular thirty-two. We shall next year do the same so that there are twice as many opportunities for good men as in normal times.

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**THE CREWEIAN ORATION.** The almost magical restoration of Oxford is fittingly described in this year's Creweian Oration delivered by Sir Herbert Warren, president of Magdalen College at the Encaenia June 25th:

"Oxoniae etenim nostrae, amici, quam celeris, quam necopina conversio fuit! Nempe annus unus diruit, unus reparavit. Stipantur hodie collegia, farciuntur insulae.

"Rediit in Academiam plebs Academica. Ad remum, ad pilam, ad libros, a fossis, a transtris, a castellis, a carceribus, redierunt iuvenes. Redierunt ad pulpita, ad cathedras, ad officinas, ad pulverem illum eruditum, seniores, a Babylone et Hierosolymis, a Thesalonica et Syria, a Rheno et Nilo, ab Euphrate et Indo.

"En qui nuper celoce sua Aegaeum mare percurrerat piratarum terror, nunc grammaticorum tantum μάστιγι, Vicum Altum vel Latum nostrum modeste deambulat."

The orator gives a description of the tragedy of the great war, following in its five years the regular rule of the Tragedians

Neve minor neu sit quinto productior actu fabula  
ending in a peace which is no peace, but only industrial war with  
*tax* in the place of *pax*,

Tax, tax, est nostro tergo,

Tax atque super tax,

*Carbonarii tyranni* oppressing the peaceful English citizen, as, after November 1st, he threatens the American.



**THE EDITOR TAKES LEAVE OF ABSENCE.** By special arrangement between the Rhodes Trustees and the authorities of the Institute of Technology, the Editor has been granted leave of absence for this academic year in order that he may devote his whole time to administering the new plan for the selection of American Rhodes Scholars. He will continue to occupy his office at the Institute of Technology and to discharge certain of his duties there, but will do no teaching.

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- WORTHINGTON, B. V. T. (*Christ Church*, '10), Union Club, Fifth Ave. and 51st St., New York City.
- WRIGHT, A. T. (*New College*), Berkeley, Cal.
- WRIGHT, C. H. C. (*Trinity*, '91), 5 Buckingham Pl., Cambridge, Mass.

## THE NEWLY ELECTED RHODES SCHOLARS

In the elections completed November 1st, the following men were chosen, subject to the ratification of the Trustees, as Rhodes Scholars from the various states. The list is made up from telegraphic reports just in time to be inserted (in defiance of chronology) in page-proofs of this number, and we cannot vouch for the accuracy of all names and addresses. With the name of each man is given the institution from which he is accredited, his address, and the year for which he is elected.

### ALABAMA

1918, C. J. DURR (*University of Alabama*), 215 Moulton St., Montgomery, Ala.

1919, C. W. WILLIAMS (*Howard College*), Howard College, Birmingham, Ala.

### ARIZONA

1918, J. A. TONG (*University of Arizona*), Eastland, Texas.

### ARKANSAS

1918, E. STEVENSON (*Hendrix College*), 346 Arkansas Ave., Fayetteville, Ark.

1919, S. McCLOY (*Davidson College*), Monticello, Ark.

### CALIFORNIA

1918, A. B. GRAVEM (*University of California*), 1828 Delaware St., Berkeley, Cal.

1919, W. R. DENNES (*University of California*), care V. K. Butler, 2002 Hobard Bldg., San Francisco, Cal.

### COLORADO

1918, G. F. WILLISON (*University of Colorado*), 1825 East 25th Ave., Denver, Colo.

1919, W. E. SIKES (*Denver University*), Union Theological Seminary, New York City.

### CONNECTICUT

1919, W. D. WHITNEY (*Yale University*), 13 Yale Station, New Haven, Conn.

### DELAWARE

1918, F. B. CARTER (*Delaware College*), Delaware College, Newark, Del.

**FLORIDA**

1918, T. M. PALMER (*University of Florida*), care W. T. Stockton, Bisbee Bldg., Jacksonville, Fla.

**GEORGIA**

1918, W. B. STUBBS, JR. (*Emory University*), Emory University, Atlanta, Ga.

1919, F. W. HARROLD (*University of Georgia*), S. A. E. House, Athens, Ga.

**IDAHO**

1918, W. E. SANDELIUS (*University of Idaho*), 520 Hayes St., Moscow, Idaho.

**ILLINOIS**

1919, C. W. CARTER, JR. (*Harvard*), 9 Stoughton Hall, Cambridge, Mass.

**INDIANA**

1919, E. R. BALTZELL (*Indiana University and Harvard*), 37 Divinity Hall, Cambridge, Mass.

**IOWA**

1918, V. M. HANCHER (*University of Iowa*), 706 East College St., Iowa City, Iowa.

1919, M. H. HERRIOTT (*Grinnell College*), Grinnell, Iowa.

**KANSAS**

1918, D. R. MCBRIDE (*Emporia College*), Wamego, Kan.

1919, E. S. MASON (*University of Kansas*), 65 Oxford St., Cambridge, Mass.

**KENTUCKY**

1919, I. C. POWERS (*Georgetown College*), 5705 Franklin Ave., Cleveland, Ohio.

**LOUISIANA**

1918, P. H. JONES (*Louisiana State University*), 736 Convention St., Baton Rouge, La.

**MAINE**

1919, P. D. CROCKETT (*Bowdoin College*), Theta Delta Chi House, Brunswick, Maine.

**MARYLAND**

1919, F. V. MORLEY (*Johns Hopkins*), 2032 Park Ave., Baltimore, Md.

**MASSACHUSETTS**

1919, C. BRINTON (*Harvard*), Comptoir National d'Escompte, Paris, France.

**MICHIGAN**

1918, R. M. CARSON (*University of Michigan*), 1208 Willard St., Ann Arbor, Mich.

1919, Selection deferred.

**MINNESOTA**

1918, R. W. ANDERSON (*University of Minnesota*), 1832 Carroll St., St. Paul, Minn.

1919, H. E. CLEFTON (*University of Minnesota*), 2501 Irving Ave., S., Minneapolis, Minn.

**MISSISSIPPI**

1918, B. ENGLAND (*University of Mississippi*), University P. O., Miss.

1919, L. M. JIGGETTS (*University of Mississippi*), University P. O., Miss.

**MISSOURI**

1918, R. P. BRANDT (*University of Missouri*), care R. E. Blodgett, 1204 New Bank of Commerce Bldg., St. Louis, Mo.

1919, J. G. Madden (*University of Missouri*), 3605 Flora Ave., Kansas City, Mo.

**MONTANA**

1918, C. K. STREIT (*University of Montana*), University of Montana, Missoula, Mont.

**NEBRASKA**

1918, R. T. WILSON (*Creighton University*), 317 So. Fifteenth St., Omaha, Neb.

1919, A. I. REESE (*University of Nebraska*), 1325 R St., Lincoln, Neb.

**NEVADA**

1918, S. M. PARGELLIS (*University of Nevada*), Perrysburg, Ohio.

**NEW HAMPSHIRE**

1919, H. S. GLENDENING (*Dartmouth*), 813 Hartley Hall, Columbia University, New York City.

**NEW JERSEY**

1919, C. A. OSLER (*Haverford College*), Haverford College, Haverford, Pa.

**NEW MEXICO**

1918, D. M. RICHARDSON (*University of New Mexico*), University of New Mexico, Albuquerque, N. M.

**NEW YORK**

1919, P. C. JESSUP (*Hamilton College*), 19 Oneida St., Utica, N. Y.

**NORTH CAROLINA**

1918, R. L. HUMBER, JR. (*Harvard University and Wake Forest College*),  
33 Conant St., Cambridge, Mass.

**NORTH DAKOTA**

1918, J. R. BACHER (*Fargo College*), 714 Fourth Ave., N. Fargo,  
N. D.

**OHIO**

1919, C. L. MOCK (*Western Reserve University*), 2100 East 107th St.,  
Cleveland, Ohio.

**OKLAHOMA**

1918, T. O. McLAUGHLIN (*Phillips University*), East Enid, Okla.

**OREGON**

1918, S. SMITH (*Reed College*), P. O. Box 308, Toppenish, Wash.

1919, F. C. FLINT (*Reed College*), Reed College, Portland, Ore.

**PENNSYLVANIA**

1919, J. M. CLARKE (*University of Pennsylvania*), 226 So. 38th St.,  
Philadelphia, Pa.

**RHODE ISLAND**

1919, M. N. FULTON (*Brown University*), 273 Bowen St., Providence,  
R. I.

**SOUTH CAROLINA**

1918, F. P. MCGOWAN, JR. (*University of South Carolina*), Lewisburg,  
W. Va.

**SOUTH DAKOTA**

1918, B. BARRON (*Sioux Falls College*), Sioux Falls College, Sioux Falls,  
S. D.

**TENNESSEE**

1919, W. Y. ELIOT (*Vanderbilt University*), Nashville, Tenn.

**TEXAS**

1918, J. D. DOTY (*Southern Methodist University*), Southern Methodist  
University, Dallas, Texas.

1919, G. F. THOMAS (*Southern Methodist University*), Southern Metho-  
dist University, Dallas, Texas.

**UTAH**

1918, J. A. V. DAVIES (*Princeton*), 1047 Third Ave., Salt Lake City,  
Utah.

**VERMONT**

1919, B. M. BOSWORTH (*University of Vermont*), 471 West 145th St., New York City.

**VIRGINIA**

1919, A. K. DAVIS, JR. (*University of Virginia*), Kappa Alpha House, University, Va.

**WASHINGTON**

1918, J. M. SAUNDERS (*University of Washington*), Moran School, Rolling Bay, Wash.

1919, F. K. BROWN (*University of Washington*), 3950 First Ave., N. E., Seattle, Wash.

**WEST VIRGINIA**

1918, J. L. HAGEN (*West Virginia University*), 1101 Sixth Ave., Huntington, W. Va.

**WISCONSIN**

1918, E. EVANS (*Beloit College*), 201 Craigie Hall, Cambridge, Mass.

1919, LER. J. BURLINGAME (*University of Wisconsin*), 222 North Charter St., Madison, Wis.

**WYOMING**

1918, V. SPICER (*University of Wyoming*), Law School, Berkeley, Cal.





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